DOCUMENT RESUME

ED 268 476 CS 008 262

TITLE Secondary Reading in Wichita: Guidebook. Revised.
INSTITUTION Wichita Public Schools, KS. Curriculum Services Div.
PUB DATE 85
NOTE 177p.; Prepared by the Committee of Secondary Reading Specalists.
AVAILABLE FROM Wichita School District #259, Community Education Center, 1847 North Chautauqua, Wichita, KS 67214 ($7.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Administrator Role; *Content Area Reading; *Course Content; Course Descriptions; *Educational Media; Educational Objectives; Program Descriptions; Reading Comprehension; Reading Improvement; *Reading Instruction; Secondary Education; Student Role; Teacher Role; Vocabulary Development

ABSTRACT

In response to the need for improvement of reading instruction, a committee of secondary reading specialists developed this guidebook, which allows for three distinct levels of usage: as a curriculum guide for administrators and counselors, offering expanded course descriptions of all reading classes offered at the secondary level; as a reference and resource guide for reading specialists; and as a guidebook for content area teachers. The guidebook is divided into the following sections: (1) what is known about secondary reading; (2) goals and objectives of secondary reading; (3) parameters of the secondary reading program; (4) secondary reading course descriptions; (5) roles of the administrator, student, parent, and secondary reading specialist; (6) aids for the secondary reading specialist, such as class record sheet and prospective student forms; (7) content area reading--reading achievement levels, assessment, directed reading lesson, vocabulary development, reading comprehension, and study skills; (8) aids for the content area teacher, such as reading inventories, class profiles, and questioning techniques; and (9) aids for the student, such as test taking skills. A five-page bibliography is included, and appendixes contain the San Diego Quick Assessment, the Fry readability graph, and the cloze procedure. (HOD)

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Secondary Reading in Wichita Guidebook

Revised 1985
Curriculum Services Division
Reading Department
Unified School District #259
Wichita, Kansas

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INTRODUCTION

Historically the reading process has formed the backbone of education. The improvement of this reading process has become a crucial issue due to the recent focus on education and its accomplishments. In response to this need for improvement, areas of emphasis in the secondary reading program were re-evaluated, policies and guidelines were reviewed, and a new guidebook for secondary reading was developed.

The committee of secondary reading specialists (SRS's) who wrote this guidebook resolved at the outset to design a book that would be both useful and usable to the audience for whom it was intended. Accordingly, the scope of this guidebook allows for three distinct levels of usage. First, it may be used as a curriculum guide by administrators and counselors as it offers expanded course descriptions of all reading classes offered at the secondary level. Secondly, it may be used by the reading specialists in their classroom as a reference and resource guide. And finally, as the secondary reading program continues its emphasis upon content area reading, this guidebook may be used by the content area teacher.

WHAT WE KNOW ABOUT SECONDARY READING

WHAT WE KNOW ABOUT SECONDARY READING

Current research has shown us the following conclusions regarding secondary reading. These general concepts may help the secondary reading specialist develop some insights into the reading process.

1. High school students can read with some degree of understanding, but their responses to what they read are generally superficial, abstract formulas. They rarely return to text and use it for explaining and supporting their interpretations.

   Such behavior may be an outcome of the way they have been taught.

2. The tests we use to assess reading ability are inadequate. They do not measure prior knowledge of the students; they do not present tasks similar to classroom tasks; they do not provide for opportunity to respond to what has been read through explanation and evaluation (since responses are normally multiple-choice or filling-in-the-blanks).

3. The organization of prior knowledge in the heads of readers (schemata) needs to be activated and/or developed if reading comprehension is to take place. Readers cannot interact with authors adequately if they do not have some prior knowledge to bring to the reading task.

4. The contexts of reading impinge on reading performance. Readers need to be aware of <u>what, why,</u> and <u>how</u> they are reading in relation to given tasks and given situations. Teachers need to help students develop strategies over time to cope with the large variety of reading tasks within and outside of the classroom setting--textbooks, magazines, newspapers, trade books, standardized tests, informal tests, home assignments, library work, reference materials, laboratory work, and so forth.

5. Students must have guidance in self-regulating their learning through text. Important strategies are (a) defining their own reading tasks, (b) setting their own reading purposes, and (c) planning their own learning.

6. Teachers should insist that publishers present them with textbooks that not only meet the content needs but that also demonstrate superior organization of those content ideas. Students may be helped to bring organization to their reading as a means of improving comprehension; authors can contribute to improve comprehension by presenting information in a carefully structured, coherent manner.

7. Reading comprehension needs to be considered within the contexts of reading. The teacher does not always know "the correct response." At times the teacher and the student will anticipate general agreement; at other times the learning experience will be enriched by the difference.

8. Reading and writing (plus discussion) are closely related tools of learning. Attention needs to be paid to having these communicative partners taught and used in an integrated fashion.

9. An old cry: All content-area teachers should take responsibility for teaching the reading and writing strategies essential in their classrooms. Reading and writing success depends on a total commitment across the curriculum. Such a comprehensive program needs the full and active backing of the school administrators.

10. Specialized reading services, usually reading labs or remedial reading situations, should only be organized as supplements to a comprehensive reading and writing program across the curriculum.

11. Most students in secondary schools continue to need help in using reading as a means of learning.

12. The best setting for learning how to learn from a history textbook (for example) is the history class. Most reading instruction belongs in the so-called content courses of the secondary school curriculum--and in English classes. (I view English as more process than content, more aligned with the arts than with "subject matter.")

13. Some students in high school especially those who are still in the early stages of reading acquisition, need special help beyond the content classes. Teachers trained in how to teach beginning reading skills to adolescents must provide this help.

14. To be successful, high school reading programs require: (1) administrative support; (2) teachers who appreciate the role of language in all kinds of learning but especially learning which derives in any way from text; (3) specialists who can assist teachers in their continuing efforts to help students not only to assimilate ideas but to refine learning strategies.

15. How much students read in school and outside directly affects their ability to comprehend.

16. Prior knowledge affects comprehension and teachers can help students to become aware of, and to apply, what they already know.

17. The structure as well as the language of the text affects comprehension, and teachers can help students to use structure as an aid to understanding and remembering what they (the students) consider important.

18. When teachers and students agree on what is important and have similar purposes for reading a particular text, teachers can perhaps judge most accurately students' comprehension of that text. However, when teachers alone set purposes, they influence the nature of students' comprehension, sometimes limiting and distorting what students might learn from text. In most instances, "setting purposes" boils down to the questions the teachers ask, or that textbook editors pose.

19. If comprehension is the state of having all one's questions answered, the range and quality of comprehension depends on the range and quality of one's questions. Students, to be independent, must learn to ask their own questions as they read and not simply seek answers to other people's questions.

20. To be sure, "success" in academic terms may depend on how closely students' questions match their teachers' questions.

21. Raising questions is only one of several ways that readers respond to what they have read. Other responses must also be cultivated, especially those which express affective reactions, such as a journal entry, a poem or picture, mime or drama, debate or discussion.

22. The reader's purposes in approaching a text are governed by the nature of the text, whether it is a poem, for example, or a political tract, or a scientific explanation, and also by the context in which the reading takes place, how others react to the reading (as in a classroom), and how the student's purposes are affected by teachers, peers, parents, the community, and broader societal influences.

23. Especially at secondary levels, reading and writing are joined together almost as if they made up a single tool of learning. There are other reasons for reading and writing besides absorbing ideas, but the fact that this reason is so emphasized in secondary schools extends the old slogan to: Every teacher is a teacher of reading and writing.*

*From Secondary School Reading: What Research Reveals for Classroom Practice.

GOALS AND OBJECTIVES

The following goals have been identified for all reading courses at the secondary level.

1. Improve basic reading skills in vocabulary, word attack, comprehension, study skills, and life skills in order to develop competency for transferring these skills to specific content areas.

2. Further develop an improved attitude toward work skills, reading habits, self, and others in order to foster self-sufficiency.

In this age of accountability, teaching by objectives assures that the most important reading skills, as measured by standardized testing, are learned. Objectives for the Secondary Reading Program are included here for that reason. In addition, two checklists, primarily applicable to grades seven - eight are included. The first is commonly known as the Wichita Management System Reading Skills Checklist, developed by a group of Wichita reading specialists. The second is a commercially developed list, open to more individual interpretation.

OBJECTIVES FOR THE SECONDARY READING PROGRAM

December, 1983
(Revised June, 1984)

Learners	Skill or Concept	Materials	Measurement	Proficiency
Students enrolled in Basic Reading 7-8 and Reading Improvement (minimum of 1½ years below grade level)	GOAL I: Building Reading Competency A. Vocabulary Development 1. Sight and survival vocabulary 2. Word meaning B. Word Attack 1. Phonics 2. Structural analysis C. Comprehension 1. Literal 2. Interpretive 3. Critical 4. Analytical 5. Creative D. Study Skills 1. Written and oral directions 2. Study techniques 3. Reference skills 4. Organizational skills 5. Test taking skills 6. Flexibility of rate E. Life Skills 1. Survival vocabulary: labels, signs, medical terms, language of advertising, abbreviations, and directories 2. Common documents and forms 3. Communication: written, oral GOAL II: Instilling a Postive Attitude Toward Reading A. Attitude and Work Skills 1. Time on task 2. Self discipline: social and academic	Adopted Texts Teacher Selected Supplemental Materials	District's Basic Testing Program Any State Mandated Tests Teacher Selected Standardized Tests (Norm and Criterion Referenced) Teacher Made Tests Teacher Evaluation of Student Progress	Students advance in reading level (pre-post testing) ½ year per semester in the class

Learners	Skill or Concept	Materials	Measurement	Proficiency
Students enrolled in Basic Reading 7-8 and Reading Improvement (minimum of 1½ years below grade level)	GOAL II B. Reading Habits 1. Independent sustained reading 2. Recreational reading 3. Informative reading			
Students enrolled in Reading Development (at grade level and above)	GOAL I: Extending Reading Competency A. Vocabulary Development B. Comprehension 1. Literal 2. Interpretive 3. Critical 4. Analytical 5. Creative C. Study Skills 1. Written and oral directions 2. Study techniques 3. Reference skills 4. Organizational skills 5. Test taking skills 6. Flexibility of rate D. Life Skills 1. Survival vocabulary: labels, signs, medical terms, language of advertising, abbreviations, and directories 2. Common documents and forms 3. Communication: written, oral GOAL II: Reinforcing a Positive Attitude Toward Reading A. Attitude and Work Skills 1. Time on task 2. Self discipline: classroom and academic	Lab Materials	District's Basic Testing Program Teacher Selected Standardized Tests (Norm and Criterion Referenced) Teacher Made Tests Teacher Evaluation of Student Progress	Students advance in reading level (pre-post testing) ½ year per semester in the class

Learners	Skill or Concept	Materials	Measurement	Proficiency
Students enrolled in Reading Development (at grade level and above)	GOAL II B. Reading Habits 1. Independent sustained reading 2. Recreational reading 3. Informative reading			
Students enrolled in Power Reading (at or above grade level)	GOAL I: Enhancing Reading Competency A. Vocabulary Enrichment B. Advanced Comprehension 1. Critical 2. Analytical 3. Creative C. Advanced Reading Strategies 1. Study techniques 2. Reference skills 3. Organizational skills 4. Test taking skills D. Appropriate Reading Rate 1. Determination of suitable rates 2. Increase of speed with no comprehension loss GOAL II: Encouraging Reading Independence A. Strengthened Attitude and Work Skills 1. Time efficiency 2. Improved self discipline B. Refined Reading Habits 1. Exploratory reading 2. Recreational reading 3. Informative reading	Lab Materials	Teacher Made Tests Teacher Evaluation of Student Progress	Students demonstrate mastery of the skills taught

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

SEVENTH-EIGHTH GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Knows essential sight words at grade level _____

2. Knows essential sight words in content area _____

3. Knows essential survival vocabulary _____

B. Word Meaning

1. Conceptualizes meaning of unknown word from surrounding context _____

2. Utilizes antonyms, synonyms, homonyms and heteronyms _____

3. Utilizes descriptive and figurative language

a. metaphors _____
b. similes _____
c. personification _____

C. Root Words, Prefixes, and Suffixes

1. Recognizes high frequency root words, prefixes and suffixes _____

2. Knows meanings of high frequency root words, prefixes and suffixes _____

II. WORD ATTACK

A. Can apply phonics rules to unknown words _____

B. Can apply structural analysis generalizations to unknown words _____

C. Can apply syllabication rules to unknown words _____

III. COMPREHENSION

A. Literal Reading

1. Can locate main idea and topic sentence _____

2. Can discern sequence of facts, items or events _____

3. Can recognize and remember specific and subordinate details relating to the main idea or topic _____

B. Interpretive Reading

1. Can formulate generalizations _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

SEVENTH-EIGHTH GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

2. Can identify author's purpose _____

3. Can make inferences from facts presented _____

C. Critical Reading

1. Can discriminate between fact and opinion _____

2. Can follow written or printed directions _____

D. Analytic Comprehension

1. Can note causes and effects _____

2. Can suggest alternatives _____

3. Can draw conclusions _____

E. Creative Reading

1. Can use various sources to support opinion _____

2. Can use maps, graphs, charts, tables when appropriate _____

3. Can use reading for different purposes _____

4. Can apply knowledge gained from previous levels to new situations _____

IV. STUDY SKILLS

A. Single Volume Locational Skills

1. Refers to Table of Contents _____

2. Uses visual aids within the textbook _____

3. Consults index for specific information _____

B. Specialized Reference Tools

1. Uses resources within the library _____

C. Organizational Skills

1. Recognizes topics, subtopics and details _____

2. Utilizes note-taking, outlining and summarizing skills _____

D. Flexibility Rate

1. Uses various rates to adjust to nature and purpose of material _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

SEVENTH-EIGHTH GRADE

(Last Name)	(First Name)	(Name of School)
(Age)	(Grade Placement)	(Name of Teacher)

V. ORAL READING

A. Is able to read aloud for various purposes _____

B. Is able to read aloud with appropriate diction, inflection level modulation _____

READING SKILLS/CONCEPTS

GRADE SEVEN-EIGHT

WORD MEANING AND RECOGNITION

Context Clues
Synonyms
Antonyms
Homonyms
Analogies

COMPREHENSION

Details from Reading Passages
Main Idea of Reading Passages
Sequence of Events of Reading Passages
Drawing Conclusions from Reading Passages
Making Inferences from Reading Passages
Traits of Characters of Reading Passages
Cause-Effect Relationship of Reading Passages
Topic Sentences
Interpreting Reading Passages
Moods of Reading
Fact from Opinion
Justifies Opinions by Fact
Types of Reading Passages/Author's Intent - Purpose
Predicting Outcomes
Figurative Language/Definitions
Simile (identify)
Simile (meaning)
Metaphor (identify)
Metaphor (meaning)
Hyperbole (identify)
Hyperbole (meaning)
Personification (identify)
Personification (meaning)
Idiom (identify)
Idiom (meaning)
Propaganda/Definition of Types
Propaganda/Identify
Types of Fiction/Definitions
Elements of Fiction/Definitions
Forms of Non-Fiction/Definitions
Forms of Literature/Definitions
Identify Setting
Identify Forms of Character Development
Identify Types of Conflict
Points of View
Identify Imagery

STRUCTURAL ANALYSIS

Appropriate Use of Prefixes
Meaning of Prefixes
Appropriate Use of Suffixes
Meaning of Suffixes

STUDY SKILLS

Reference Sources/Definitions
Reference Sources/Best Use
Dictionary Entries/Definitions-use of a word in a sentence
Dictionary Use/Primary Accent, Secondary Accent, Pronunciation, Syllabication (P)
Outlining/Understanding Structure
Outlining/Completing
Categorizing/Missing Elements
Footnotes
Bibliography Form
Reader's Guide to Periodical Literature
Parts of a Book
Use of Index
Card Catalog

PARAMETERS OF THE SECONDARY READING PROGRAM

Secondary reading courses have been developed and included in the Program of Studies to allow students to continue to receive specialized instruction in the reading process. As students learn best when a reasonable match is made between their achievement level and the level of material used, it is strongly recommended that a student's schedule be defined by his reading score. He should be scheduled into the appropriate reading class before other scheduling considerations are taken into account.

CLASS LABELS

The labels Basic Reading 7 and Basic Reading 8 refer only to the grade placement of a student, not his reading level. Any seventh grader required or recommended for reading would be enrolled in Basic Reading 7 and the materials used for instruction would be matched with the student's reading achievement level. Any eighth grader required or recommended for reading would be enrolled in Basic Reading 8 and the materials used for instruction would again be matched with the student's reading achievement level. Students electing to enroll in a reading course at the ninth grade level would be scheduled into Reading Improvement.

MATERIALS

There are board-adopted course materials for Basic Reading 7 and Basic Reading 8. Materials selected by the SRS are available for Reading Development, Reading Improvement and Power Reading. Materials may

be used in an individualized, small group, or whole group approach. SRS's are expected to present materials in such a way that skill instruction is achieved in a measurable way. Depending upon the needs of individual students and/or the general needs of a total class, students will receive instruction and practice mastery in the following skill areas:

VOCABULARY	Context Same Meaning Opposite Meaning Multi-meaning
COMPREHENSION	Main Idea Facts and Details Inference Sequence Cause/Effect Author Organization Classification Author Attitude Figurative Language Techniques of Persuasion
STUDY SKILLS	Textbook Knowledge Outlining Notetaking Use of Resources SQ3R
LIFE SKILLS	Labels Usage Forms

These skills will be used by the student in exploring literature, in studying for other content classes, and in engaging in recreational and enrichment reading.

SELECTION PROCEDURES

Reading specialists are expected to communicate from junior high to the high school level regarding pupil selection. Examples of communication forms are included at the end of this section.

PROGRAM EVALUATION

A class record sheet is to be maintained by the SRS for monitoring purposes. The completed form is to be turned into Reading Services at the end of the school year.

BOARD POLICIES

The following board policies have been singled out for reference to the secondary reading program.

CURRICULUM SERVICES DIVISION

P6800.00 - Reading

P6801.00 - Special Reading Programs

P6328.00 - Minimum Standards in Reading and Mathematics

P6329.00S - Graduation Requirements-Effective, 1988

ADMINISTRATION

P1230.00 - Coordination of Special Area Instruction

SECONDARY READING COURSES

COURSE DESCRIPTION

Basic Reading 7 1633
Grade Level 7

Seventh graders identified as having a standardized score of 5.5 (fifth grade, fifth month) or below, or whose test score is 1.5 years or more below grade placement will be required to take Basic Reading 7. Essential skills in the areas of vocabulary development, word attack, comprehension, study skills and life skills will be taught sequentially toward mastery.

One or two semesters, one-half credit per semester.

CLASS SIZE

In the event that students are grouped homogeneously in these classes (G.E.'s of 0-4.0 reading level together and G.E.'s of 4.1-5.5 reading level together), the size of the class may be comparable to that of other content area classes. However, when students are enrolled heterogeneously within these classes, the class size should be restricted to 15-18 students.

STUDENT SELECTION

The counselor is responsible for obtaining valid test scores from the office of Guidance and Pupil Development. In the event that more information is needed, the counselor and/or SRS is to contact appropriate feeder schools for this information. Either the counselor or the reading specialist is then responsible for identifying students for the Basic Reading 7 class. This is to be accomplished prior to enrollment in the spring for the upcoming school year.

OBJECTIVE

Students enrolled in this course will be introduced to the skills listed in the Goals and Objectives section on pages 7-8 but may not master each skill.

ACTIVITIES

1. The teacher will evaluate the current level of the student's reading skills by the use of teacher-selected materials. Materials and methods used could be an additional standardized test, a diagnostic-prescriptive test, a criterion-referenced test, cumulative record evaluation, staff conferencing, or any other valid and reasonable procedure. The SRS is to record and maintain evidence of these evaluative procedures by the use of the class record sheet.

2. Instruction in the course will follow the scope and sequence outlined in the manuals of adopted material for Basic Reading. The SRS is to allow three - five days per week for instruction in the basal material.

3. Remaining instructional time will be spent on specific and individual skill lessons indicated by the initial reading skills evaluation. Supplementary materials from the reading lab and/or teacher-made materials may be used.

4. Reading activities may include time for recreational and/or enrichment reading.

ANTICIPATED LEARNER OUTCOMES

Minimum expected improvement is one grade level per school year. This will be determined by the use of the district's "Basic Testing Program."

GRADING STANDARDS

Evaluation for this course will take into consideration improvement on standardized testing measures and a student's classroom performance. Grading should be in compliance with the district's "Guide for Evaluating and Reporting Pupil Achievement."

COURSE DESCRIPTION

Basic Reading 8 1634
Grade Level 8

Eighth graders identified as having a standardized score of 6.5 (sixth grade, fifth month) or below, or whose test score is 1.5 years or more below grade placement will be required to take Basic Reading 8. Essential skills in the areas of vocabulary development, word attack, comprehension, study skills and life skills will be taught sequentially toward mastery. One or two semesters, one-half credit per semester.

CLASS SIZE

In the event that students are grouped homogeneously in these classes (G.E.'s of 0-4.0, 4.1-5.5, and 5.6-6.5 reading levels separately), the size of the class may be comparable to that of other content area classes. However, when students are enrolled heterogeneously within these classes, the class size should be restricted to 15-18 students.

STUDENT SELECTION

The counselor is responsible for obtaining valid test scores from the office of Guidance and Pupil Development. In the event that more information is needed, the counselor should confer with the SRS and other content teachers. Either the counselor or the reading specialist is then responsible for identifying students for the Basic Reading 8 class. This is to be accomplished prior to enrollment in the spring for the upcoming school year.

OBJECTIVE

Students enrolled in this course will be introduced to the skills listed in the Goals and Objectives section on pages 7-8 but may not master each skill.

ACTIVITIES

1. The teacher will evaluate the current level of the student's reading skills by the use of teacher-selected materials. Materials and methods used could be an additional standardized test, a diagnostic-prescriptive test, a criterion-referenced test, cumulative record evaluation, staff conferencing, or any other valid and reasonable procedure. The SRS is to record and maintain evidence of these evaluative procedures by the use of the class record sheet.

2. Instruction in the course will follow the scope and sequence outlined in the manuals of adopted material for Basic Reading. The SRS is to allow three - five days per week for instruction in the basal material.

3. Remaining instructional time will be spent on specific and individual skill lessons indicated by the initial reading skills evaluation. Supplementary materials from the reading lab and/or teacher-made materials may be used.

4. Reading activities may include time for recreational and/or enrichment reading.

ANTICIPATED LEARNER OUTCOMES

Minimum expected improvement is one grade level per school year. This will be determined by the use of the district's "Basic Testing Program."

GRADING STANDARDS

Evaluation for this course will take into consideration improvement on standardized testing measures and a student's classroom performance. Grading should be in compliance with the district's "Guide for Evaluating and Reporting Pupil Achievement."

READING DEVELOPMENT

COURSE DESCRIPTION

Reading Development 1621-1622
Grade Levels 7-8-9-10-11-12

This course is designed for students reading at or above grade placement. It provides instruction and practice in reading skills necessary for success at each secondary grade level. Emphasis is placed upon vocabulary and comprehension development, improved study skills in the content area, and awareness and appreciation of literature. This course is elective and meets one period daily for one or two semesters, one-half unit of credit per semester.

CLASS SIZE

As these students are reading at or above grade level placement, class size may be comparable to other content area classes.

STUDENT SELECTION

Students are scheduled into this elective course with the recommendation of the counselor, the SRS and/or a content area teacher.

OBJECTIVE

Students enrolled in this course will be introduced to the skills listed in the Goals and Objectives section on pages 8-9 but may not master each skill.

ACTIVITIES

1. The SRS will evaluate the need for mastery of specific skills. Materials and methods used could be a standardized test, a diagnostic-prescriptive test, a criterion-referenced test, cumulative record evaluation, staff conferencing, or any other valid and reasonable procedure. The SRS is to record and maintain evidence of these evaluative procedures by the use of the class record sheet.

2. After evaluation, a course of study is designed to accommodate the class as a whole group or as small ad hoc groups. Students will be introduced to materials and advised as to the expectations of the teacher. Students will then be placed in appropriate materials and begin skill instruction as indicated by the evaluation.

3. Activities will involve exercises to strengthen and reinforce reading skills. Students will increase their depth of vocabulary knowledge through teacher-directed activities and individual assignments. They will extend their range of comprehension from the literal to the creative level. Students will receive teacher-directed instruction in study skills and will practice these skills for transfer to content area classes. They will receive instruction and practice in the areas of life skills and attitude and work skills.

4. Students will have the opportunity to engage in recreational reading and to expand their appreciation of different types of literature.

ANTICIPATED LEARNER OUTCOMES

Minimum expected improvement is one grade level per school year. This will be determined by the use of the district's "Basic Testing Program."

GRADING STANDARDS

As these students are reading at or above grade level, they should be placed on a grading standard consistent with other content classes. Grading should be in compliance with the district's "Guide for Evaluating and Reporting Pupil Achievement."

COURSE DESCRIPTION

Reading Improvement 1631-1637
Grade Level 9-10-11-12

This is a corrective reading course for students whose reading levels are below grade placement. Each student's program is based upon individual needs as revealed by testing. Emphasis is placed upon the basic skills of readiness, word attack, vocabulary, comprehension, study skills and life skills. This course is elective and meets one period daily for one or two semesters, one-half unit of credit per semester.

CLASS SIZE

As reading improvement classes are comprised of students with severe reading limitations (three or more reading levels below grade placement), these classes should be limited to 8-10 students.

STUDENT SELECTION

Students who do not meet minimum proficiency requirements as stipulated by district guidelines are to be enrolled in this course. Counselors, SRS's, and other classroom teachers have the responsibility to encourage students with a severe reading disability to enroll in this elective course. Mainstreamed students may be scheduled into Reading Improvement if their IEP so stipulates. Procedures consistent with enrolling mainstreamed students into other content classes are to be followed.

OBJECTIVE

Students enrolled in this course will be introduced to the skills listed in the Goals and Objectives section on pages 7-8 but may not master each skill.

ACTIVITIES

1. The SRS will evaluate the student's reading skill achievement through selected assessment procedures. This procedure should involve a combination of the following: diagnostic-prescriptive testing, cumulative records, a reading history sheet, criterion-referenced testing, individual interest inventory and staff input. A standardized test must be given either through the district testing program or classroom testing. The SRS is to record and maintain evidence of these evaluative procedures by the use of the class record sheet.

2. An individualized course of study based on the assessment procedure and implementing a diagnostic-prescriptive approach is to be developed by the SRS.

3. The individual instructional plan is to be implemented in the area of readiness, word attack, vocabulary, study skills and life skills. The student's needs and interests are paramount in the selection of materials for instruction and reinforcement.

4. Due to the behavioral profile of the typical reading improvement student, it is imperative that adequate time be spend orienting and establishing classroom procedures at the onset of the class.

ANTICIPATED LEARNER OUTCOMES

Minimum expected gain in reading level improvement is 1/2 year (.5 year) per semester in the class.

GRADING STANDARDS

Evaluation for this course should be in compliance with the district's "Guide for Evaluating and Reporting Pupil Achievement."

POWER READING

COURSE DESCRIPTION

Power Reading 1640
Grade Levels 9-10-11-12

This course is designed to provide practice in reading and studying techniques for the effective reading of academic materials. The emphasis is upon faster, more versatile reading rate, deeper concentration, improved comprehension and retention, increased vocabulary, as well as taking notes and preparing for exams. Power Reading is elective and meets one hour daily, for one semester. One-half unit of credit per semester.

CLASS SIZE

Due to the wide range of reading achievement levels represented in this course, class size should be limited to 15 students.

STUDENT SELECTION

The counselor, SRS, and other classroom teachers should recommend this course to those secondary level students reading at or above their grade placement and who wish to increase their reading skill proficiency.

OBJECTIVE

Students enrolled in this course will be introduced to the skills listed in the Goals and Objectives section on page 9 but may not master each skill.

ACTIVITIES

1. The teacher will determine the student's present level of reading achievement by the use of teacher-selected materials. Materials and methods may include a standardized test, a criterion-referenced test, a diagnostic-prescriptive test, cumulative record evaluation, staff conferencing, or any other valid and reasonable procedure. The SRS is to record and maintain evidence of these evaluative procedures by use of the class record sheet.

2. After evaluation, a course of study is designed to accommodate the student in either an individual or group approach. Students will be introduced to materials and advised of the expectations of the teacher. Students will then be placed in appropriate materials and begin skill instruction as indicated by the evaluation.

3. Activities will include exercises to strengthen and reinforce existing reading skills. They will extend their range of vocabulary knowledge and advance their comprehension skills. They will learn advanced reading strategies in order to differentiate between types of reading materials. They will learn to adjust their reading rate to accommodate various materials.

4. Time will be engaged in learning to critique books, to enjoy recreational reading and to expand appreciation of different types of literature.

ANTICIPATED LEARNER OUTCOMES

Students will demonstrate mastery of a representative number of skills taught. This will be determined by teacher, test scores, by improvement in speed and comprehension and by the quantity of lab work accomplished.

GRADING STANDARDS

As these students are reading at or above grade level, they should be placed on a grading standard consistent with other content classes. Grading should be in compliance with the district's "Guide for Evaluating and Reporting Pupil Achievement."

ROLES IN THE READING PROGRAM

To facilitate the learning process the roles of various individuals are defined in this section. Learning will occur when teachers, administrators, students and parents are committed to fulfilling their roles.

ROLE OF THE ADMINISTRATOR

Research studies have shown that strong administrative support is essential for a successful secondary reading program. Further, the success of the reading program in a building is a direct reflection of the unified effort of the administration, the teaching staff, and the reading specialist. The administrator familiar with board policies related to reading and the procedures followed by the reading specialist will be prepared to answer questions about the reading program. Specific policies include the following:

P6800.00 - Reading

P6801.00 - Special Reading Programs

P6328.00 - Minimum Standards in Reading Mathematics

P6329.00S - Graduation Requirements-Effective 1988

P1230.00 - Coordination of Special Area Instruction

ROLE OF THE STUDENT

In order to attain success in school, the student must accept a certain amount of responsibility for learning. The successful student

a) attends regularly

b) brings supplies

c) follows written and oral directions

d) takes the initiative to begin work

e) assumes responsibility for homework

f) maintains a respectful attitude toward teachers

ROLE OF THE PARENT

The involvement and support of parents should continue beyond the elementary grades. When parents are involved in their son's or daughter's education, a greater amount of successful learning is possible. The parent should

a) take responsibility for their son's or daughter's attendance

b) monitor their son's or daughter's behavior in school

c) monitor their son's or daughter's homework and grades

d) maintain open communication with school personnel

e) reinforce their son's or daughter's achievements

ROLE OF THE SECONDARY READING SPECIALIST

The role of the secondary reading specialist is twofold - as an instructor in reading courses offered at the school and as a content area resource person. The continuing emphasis on basic skills underscores the importance of reading in the content area and it is in this area that the SRS can effect the greatest influence.

As a reading teacher

a) cooperatively identifies with the guidance counselor appropriate placement for students to be enrolled in reading courses

b) prescribes a program of instruction from information obtained through diagnosis

c) provides suitable instruction for students enrolled in Basic Reading 7, Basic Reading 8, Reading Improvement, Reading Development and Power Reading

d) evaluates student progress

e) reports on evaluation results to the Reading Services Center and the building administrator

As a content area resource

a) makes reading scores available to teachers and interprets these scores in regard to instruction

b) suggests procedures for incorporating the appropriate reading skills into assignments

c) models specific reading skill instruction in content classes

d) keeps a notebook of interaction with individual teachers and departments

e) schedules time with departments to discuss reading skills appropriate for that particular department

f) makes available material appropriate for specific content areas and on a wide diversity of levels

g) helps teachers or departments through inservice to create teaching materials appropriate for specific classes

h) rewrites worksheets, tests and text material to accommodate various reading levels

i) passes on individual tips on motivation activities, instructional techniques and general school reading needs to all faculty members through handouts or a newsletter

j) tests individual students upon request

k) promotes membership in the local and national IRA

l) persuades the principal to use the annual Wichita Reading Conference for the building inservice

m) maintains and evaluates a school wide SSR program

n) provides readability information on library books and textbooks

o) team teaches with interested content area teachers in order to combine subject content with reading skills

AIDS FOR THE READING SPECIALIST

Reading Specialist_____

School_____

Planning_____

Class_____

Wichita Public Schools
Reading Services
Secondary Class Record Sheet
for Junior High

1. Maintain in files for monitoring purposes
2. Forward to Reading Services

Name	Grade	Standardized Test Scores Pre: ITBS Rdg. G.E.	Pre: CAT/C (or other) Total Rdg. G.E.	Post: ITBS Rdg. G.E.	Post: CAT/C (or other) Total Rdg. G.E.	ITBS Gain (+) or Loss (-)	CAT/C (or other) Gain (+) or Loss (-)	Informal Assessment	Kansas Minimum Competency (8th)	Basal Placement	Attendance (days absent / total days)	Entry date	Exit date

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Reading Specialist_____

School_____

Planning_____

Class_____

Wichita Public Schools
Reading Services
Secondary Class Record Sheet
for Senior High

1. Maintain in files for monitoring purposes
2. Forward to Reading Services

Name	Grade	Standardized Test Scores					Gain (+) or Loss (-)	Informal Assessment	Kansas Minimum Competency (10th)	Attendance (days absent / total days)	Entry date	Exit date
		Pre			Post							
		ITBS Rdg. G.E. 8th	TAP Rdg. G.E. 10th	CAT/C (or other) Rdg. G.E.	ITBS Rdg. G.E. 9th	CAT/C (or other) Rdg. G.E.						

READING IMPROVEMENT

_____ High School

Prospective Students for_____ Date_____

Junior High School_____

Secondary Reading Specialist_____

Student Name	Test Form _____ Date _____ Vocab.	Comp.	Total	Teacher Comments

Return to:

READING IMPROVEMENT

_____ High School

TO: Teachers of Sophomores and Juniors

Please submit the names of students who could benefit from a semester of Reading Improvement.

NAME	CURRENT GRADE LEVEL	COMMENTS AND ENGLISH GRADE

Thank you,

_____ _____

Classroom Teacher Secondary Rdg. Specialist

Name

Hr

DAILY STUDE[illegible]EPORTS

* Did not do assignment
L Assignment Late
D Discipline
Ex Extra assignment given for work not turned in and failing to get weekly signature of parent (due each Monday)

Monday	Tuesday	Wednesday	Thursday	Friday	Parent Signature

Parent Comments:

Teacher Comments:

STUDENT PERFORMA[illegible]CHECK LIST

NAME _____ DATES _____ HOUR _____

INSTRUCTIONS:

BELOW ARE LISTED ACTIVITIES WHICH IF COMPLETED WILL HELP YOU BE SUCCESSFUL IN THIS CLASS. AT THE END OF EACH CLASS PERIOD YOU ARE TO ASSESS HOW WELL YOU PERFORMED.

GIVE YOURSELF TWO (2) POINTS IN EACH AREA WHICH YOU PERFORMED SUCCESSFULLY.
GIVE YOURSELF A ZERO (0) FOR ANY PERFORMANCE LESS THAN SUCCESSFUL.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1.	____	____	____	____	____	BEFORE THE BELL RANG, I CAME INTO THE ROOM AND QUIETLY VISITED, KEEPING MY HANDS AND FEET TO MYSELF.
2.	____	____	____	____	____	I WAS IN MY SEAT WITH MY FOLDER, SHARPENED PENCIL, PAPER, AND READING BOOK WHEN THE BELL RANG.
3.	____	____	____	____	____	I STAYED IN MY SEAT EXCEPT TO GET UP FOR MORE MATERIALS OR TO SHARPEN MY PENCIL IF NO ONE ELSE WAS USING THE PENCIL SHARPENER OR GETTING MATERIALS FROM KITS.
4.	____	____	____	____	____	I RAISED MY HAND AND RECEIVED PERMISSION TO ANSWER OR TO ASK QUESTIONS; OTHERWISE, I WORKED QUIETLY.
5.	____	____	____	____	____	I KEPT THINGS OUT OF MY MOUTH. (THESE "THINGS" INCLUDE PAPER, TOOTHPICKS, CANDY, GUM, ETC.)
6.	____	____	____	____	____	I WORKED ON MY INDIVIDUALIZED ASSIGNMENTS IF I FINISHED THE GROUP/CLASS ASSIGNMENT.
7.	____	____	____	____	____	I WORKED ALL HOUR. IF I DID NOT FINISH, I AM TAKING MY WORK HOME. I LEFT MY FOLDER AND MATERIALS FROM KITS AT SCHOOL.
8.	____	____	____	____	____	I FOLLOWED MY TEACHER'S DIRECTIONS.

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STUDENT PERFORMANCE CHECK LIST

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
9.	____	____	____	____	____	I SPENT THE LAST FOUR MINUTES OF CLASS PUTTING MY FOLDER AND MATERIALS AWAY AND FINISHING THIS CHECK LIST.
10.	____	____	____	____	____	I STAYED AWAY FROM THE DOORWAY AT THE END OF THE HOUR.
	____	____	____	____	____	TOTAL POINTS EARNED TODAY

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STUDENT PERFORMANCE

LIST WHAT YOU DID EACH DAY. THEN IN ONE (1) OR (2) SENTENCES DISCUSS WHAT YOU LEARNED.

MONDAY

MY WORK TODAY:

WHAT I LEARNED TODAY:

TUESDAY

MY WORK TODAY:

WHAT I LEARNED TODAY:

WEDNESDAY

MY WORK TODAY:

WHAT I LEARNED TODAY:

THURSDAY

MY WORK TODAY:

WHAT I LEARNED TODAY:

FRIDAY

MY WORK TODAY:

WHAT I LEARNED TODAY:

Common Reading Problems with Corrective Measures

Skill Deficiencies

Repetitions

1. Build up the child's confidence.
2. Provide easier reading.
3. Use phrase reading.
4. Have silent reading before oral reading.

Reversals (of letters and words)

1. Stress left-to-right orientation and eye movement.
2. Trace words.
3. Have the child write words frequently reversed.
4. Use a card or pencil as a marker, moving it from left to right.
5. Stress beginning sounds and temporarily spend less time on ending sounds.

Word Substitution (Reading One Word for Another)

1. Divide words into recognizable groups of letters.
2. Use context clues.
3. Read much easy material, with an emphasis on meaning and comprehension
4. Use sentences with missing words which the child must fill in (either orally or on paper).
5. Have systematic vocabulary building.

Omission of Words and Line Skipping

1. Encourage slower and more careful reading.
2. Have phrase reading and exercises emphasizing phrases.
3. Use material with larger spaces between lines and words,
4. Reduce the length of selections to be read to lessen possible fatigue.
5. Have the child use a marker temporarily.

Addition of Words

1. Drill on quick recognition of words.
2. As the teacher reads, making errors, the child follows along in his book and catches the teacher's mistakes.

Word by Word Reading

1. Use flash exposure on sight words and on new vocabulary words.
2. Provide easier material to encourage fluency.
3. Use rapid exposure of phrases.
4. Have choral reading, preceeded by silent reading and individual preparation.
5. Direct the child's attention to the thought of the selection.
6. In phonetic analysis, use larger word parts, rather than a letter-by-letter approach.
7. Stress expressive oral reading.
8. Have silent reading before oral reading.
9. Utilize dramatization and play reading.
10. Read orally with the child for pacing.

Common Reading Problems with Corrective Measures

Inability to Analyze Words into Parts

1. Group words according to phonetic similarities.
2. Divide compound words.
3. Find little words in big words (use this technique to a limited extent only).
4. Give dictionary training.
5. Teach syllabication.

Difficulty with Long Words

1. Have word meaning exercises and practice.
2. Teach syllabication.
3. Work on prefix and suffix skills.

Limited Sight Vocabulary

1. Reteach unknown words in groups of five or less.
2. Use flash cards for instant recognition.
3. Use tachistoscopic devices.

Difficulty in Visual Analysis and Visual Discrimination

1. Teach the letters and their names
2. Combine visual and auditory perception - don't isolate the one from the other.
3. Use quick recognition exercises.
4. Have the child read sentences and paragraphs which contain just a few new words.
5. Provide for activities in which the child matches the letter to the object (such as matching the initial consonant to a picture).
6. Teach the use of configuration or the general shape of words and word parts.
7. Present several words beginning with or containing the same word part on the chalkboard in list form, with similar parts under each other.
8. Have word building games and exercises.
9. Find small words in large ones (use sparingly).
10. Match word parts.
11. Add prefixes and suffixes.
12. Use word wheels or phonic flip-card devices.
13. Use one-syllable words with the vowel in the middle for vowel word.
14. For beginning sound practice, use alphabetizing and dictionary practice.

Difficulty in Auditory Analysis and Auditory Discrimination

1. Teach sound elements systematically.
2. Select parts that are alike and build new words.
3. List words with similar sounds.
4. Work with rhymes.
5. Read poetry to the children and point out rhyming elements
6. Give the children practice in using phonograms (in, ack, ell, ing, etc.)

Common Reading Problems with Corrective Measures

Failure to Remember Words Which Have Been Taught

1. Teach fewer new words at a time.
2. Teach new words at a slower pace.
3. Provide time for more repetition and practice.
4. Stress meaning.

Difficulty with Left-to-Right Orientation

1. Expose line of print gradually from left to right.
2. Have the child use a marker, moving it from left to right across. the line of print (discard as soon as possible).
3. The teacher can demonstrate left to right movement with pencil or pointer when working with children.

Inability to Use the Dictionary

1. Teach the sequence of the alphabet thoroughly.
2. Explain purpose of guide words and provide practice.
3. Teach the use of diacritical markings.
4. Emphasize word meanings.
5. Encourage children to use the dictionary as a spelling aid.

Inability to Use Other Reference Materials

1. Give pupils topics to locate.
2. Locate key words in topics located.
3. Assign work to be looked for in the library, stressing one specific library or research skill at a time.

Poor Word Recognition (Miscellaneous)

1. Teach the child to use context clues.
2. Use quick recognition devices.
3. Give practice in phrase reading.
4. Have children trace and write difficult words.
5. Use 3-D letters (sandpaper, flannel, plastic, etc.)
6. Provide phonetic and structural analysis instruction.
7. Teach sounding and blending of letters and sounds.
8. Use word-picture games.
9. Have word enrichment practice
10. Use flash card drill.
11. Have word-meaning practice
12. Use word wheels and phonic strips.
13. Encourage child to keep an individual word book or word file.
14. Use rhymes and poetry.
15. Have games such as word-bingo, anagrams, and scrabble.

Common Reading Problems with Corrective Measures

RATE OF READING

Too Rapid Reading Rate

1. Discuss importance of slower reading rate for certain purposes.
2. Stress the thought of the selection.
3. Eliminate any time pressure
4. Check on comprehension frequently
5. Give the child specific points to look for as he reads.

Too Slow Reading Rate

1. Use easier materials with few new words.
2. Encourage a large amount of reading in easy materials.
3. Use tachistoscopic devices.
4. Use flash cards.
5. Have unison oral reading and choral reading.
6. Work with phrase reading.
7. Explain the purpose of punctuation marks.

Speech Difficulties

1. Consult with the speech therapist.
2. Provide a good example.
3. In most cases, avoid an overemphasis on oral reading.
4. Encourage and recognize any improvement
5. With articulation problems, stress listening to and making sounds which are difficult for the child.
6. Encourage children who stutter to participate in group activities which call for oral expression.

Vision Problems

1. Consult with the school nurse.
2. Use auditory approaches to reading instruction
2. Seat the child advantageously.

Defective Hearing

1. Consult with the school nurse and speech therapist.
2. Seat the child advantageously.
3. Speak distinctly.
4. Adjust school work to the child's individual needs.
5. Use visual approaches to reading instructions.
6. Be sure the child is looking at the teacher while she is speaking to him.

Common Reading Problems with Corrective Measures

SILENT READING

Lip Movements

1. Advise the child that this reduces rate.
2. Use easier material.
3. Have the child place his fingers against his lips while he is reading silently.
4. Use short timed selections with questions afterward.
5. Reduce the amount of oral reading temporarily.
6. Use material with much repetition.

Finger Pointing

1. Have the child use a marker temporarily.
2. Point out to the child the disadvantages of finger pointing.
3. Encourage speed in easy silent reading.
4. Use phrase reading.
5. Give practice in reading from charts and the chalkboard where finger pointing is impossible.

Head Movements

1. Inform the child of the difficulty.
2. Remind the child of his head movements unobtrusively.
3. Use easy material while overcoming the problem.
4. Avoid embarrassing the child.
5. Have the child sit down while reading.

Skipping Unfamiliar Words in Silent Reading

1. Have the child read orally first, then silently.
2. Increase vocabulary instruction before silent reading.
3. Point out possible difficult words to the child before silent reading.
4. Discuss word meanings.
5. Teach the child to use context.
6. Use easy material.
7. Use words in many different ways to show various meanings of the same words.
8. Study synonyms and antonyms.
9. Teach children to use the glossary and the dictionary.
10. Encourage pupil-made vocabulary notebooks or word cards for new words.

ORAL READING

Poor Enunciation

1. Call attention to faulty pronunciation (individually, not before the group).
2. Have the child say the difficult words in front of a mirror.
3. Provide for an audiometer check.
4. Using a tape recorder, have the child analyze his own enunciation and speech.
5. Reduce the rate of reading.
6. Provide a good example.
7. Consult with speech therapist

Common Reading Problems with Corrective Measures

Poor Phrasing

1. Temporarily have the child use a marker.
2. Use phrase flash cards.
3. Use hand tachistoscopes with phrases.
4. Use special material written in phrases groups with space between phrases or with the phrases marked off.
5. Help the children learn to recognize phrases read by the teacher and other children.
6. Have occasional unison reading so the child will be forced to keep pace with correct phrasing.

Lack of Fluency

1. Encourage the child to guess from context.
2. Have the child look for larger parts in unknown words, not small parts or individual letters.

Inexpressive Oral Reading

1. Have the pupil prepare short selections to read orally.
2. Use the tape recorder.
3. Read dramatized material and plays.
4. Have choral reading.

High-pitched Voice Reading Orally

1. Use easier materials.
2. Provide good motivation.
3. Emphasize reading for meaning.
4. Reduce the emphasis on mechanics to remove nervous strain.
5. Provide read purpose for oral reading.
6. Avoid embarrassment.

Inaudible Voice While Reading Orally

1. Make the child aware of the need for having the audience hear him.
2. Begin with a small group audience.
3. Use dramatization.
4. Use the tape recorder.
5. Make communication through oral reading important.

Losing Place

1. Provide easier or harder material, depending on the situation.
2. Have the child use a marker temporarily.
3. Have the child follow as the teacher reads aloud, from time to time calling on him to continue reading.
4. Gradually increase the speed and difficulty of the material.
5. Provide very interesting material.

Common Reading Problems with Corrective Measures

Fear of an Audience

1. Have reading in small groups, not before the entire class.
2. Use imaginary radio broadcast.
3. Use puppet shows.
4. Have reading before a large group done on the tape recorder ahead of time rather than having the child stand in front of the whole group.

COMPREHENSION

Inability to Recognize Words in Isolation

1. Use words in context.
2. Stress meaning of words.
3. Reteach sight vocabulary words if necessary.

Limited Meaning Vocabulary

1. Use reading words in conversation and in dicsussion before formal vocabluary introduction.
2. Transform language to words the child knows while teaching him the new words.
3. Explain word meanings and usage.
4. Work on prefixes, suffixes, and root words.
5. Give practice on synonyms, antonyms, etc.

Guessing at Meaning

1. Provide material with unexpected content or ending.
2. Use easier material for a while.
3. Eliminate true-false or other kinds of checking devices which permit guessing.
4. Have the child read to prove a point.

Overconsciousness of Mechanics

1. Read for thought and meaning.
2. Check frequently for comprehension.
3. Eliminate or cut down on mechanical drills.

Difficulty with Comprehension of Long Sentences

1. Use easier materials.
2. Combine simple sentences into compound or complex sentences.
3. Have the child reread the same selection again for a different purpose.
4. Read difficult sentences to the child to get the thought across. Then have him read the same sentence for himself.

Inability to Recognize Thought Units

1. Work with phrase drill.
2. Have the child find phrases in the context of the reading to answer specific questions.
3. Provide material with phrase units spaced or marked.
4. Use tachistoscopic techniques with phrase and thought units.

Common Reading Problems with Corrective Measures

Inability to Recall Details

1. Have the child list the main events in the reading selection.
2. Provide a study guide for the child to use as he reading.
3. Use exercises involving multiple choice and short answer questions.
4. Use factual material.

Poor Use of Context

1. Have the child read to the end of the sentence and then come back to the unknown word.
2. Use in completion sentences and have the child supply the missing word.
3. Tell a story, pause, and have the child orally supply the missing word.
4. Arrange sentences in sequence.

Inability to Skim

1. Locate proper names and/or dates.
2. Locate answers to questions with phrasing of response in the text the same as the phrasing of the question.
3. Locate several answers to the same question.
4. Locate information from the table of contents or the index.
5. Classify short articles from newspapers or magazines.
6. Decide on the suitability of materials for a particular purpose.

Lack of Ability to Read Thoroughly

1. Match topics or titles with paragraphs.
2. Discuss main topics and subtopics.
3. Have the child make up headlines for short stories.
4. Have the child make up or locate topic sentences.
5. Give the child practice in oral and written summaries.

Inability to Read Critically

1. Have the child read for similar experiences.
2. Give the child an assignment of writing different endings for stories.
3. Stimulate drawing generalizations from reading.
4. Have the child find exceptions to the author's point of view.
5. Motivate the child to discover interesting topics for further reading or study.
6. Promote noticing similarities and/or differences between selections.
7. Have the child learn to distinguish sense from nonsense and fact from fiction.
8. Point out relationships between past and present.
9. Get the child to make suggestions for improving a selection.
10. Have the child notice the author's bias and read for the detection of overstatement and unfounded claims.

Common Reading Problems with Corrective Measures

REACTION TO READING

Overconfidence and Aggressiveness

1. Increase assignments in some cases.
2. Place the child in situations (such as committee work) where cooperation is necessary.
3. Challenge his ability with heavier material.
4. Usepraise only when it is really deserved.
5. Notify the child of any improvement.

Carelessness and Time Wasting

1. Give individual responsibility.
2. Point out the value of the necessity for careful work.
3. Make the work meaningful and interesting.
4. Limit the time for specific tasks.
5. Use contracts with a specific time limit.
6. Make assignments short enough to allow for completion in one sitting.

Overdependence on Others

1. Give individual assignments.
2. Have copy-proof seatwork.
3. Commend success.
4. Put the child in a position of leadership.

Inattention

1. Begin with easy lessons and materials.
2. Start with simple one-sentence questions.
3. Emphasize the purpose of reading and study.
4. Have the child read for the main ideas.
5. Assign reading for following the sequence of events.
6. Give assignments involving reading to follow directions.
7. Have reading for cause and effect relationships.
8. Use objective questions (such as multiple-choice, short completion, etc).
9. Supply work sheets or study guides.
10. Present questions before reading,not after.
11. Have the child retell the story.
12. Use easier or harder books, depending on the particular situation.
13. Teach the child when and how to skim read.
14. Frequently check on comprehension.
15. Provide good motivation.
16. Have the child read short selections rather than long ones.
17. Give the child a single purpose for reading a selection, not a group of purposes all at one time.
18. Have the child reproduce what he has read, either orally or in writing.

Common Reading Problems with Corrective Measures

Limited Independent Reading

1. Provide materials at the child's reading level.
2. Have a classroom library with a variety of kinds and levels of books.
3. Place a strong emphasis on the use of school and local libraries.
4. Give long-term assignments in content subjects or among related subject areas.
5. Show the child how to make reports and use reference materials.
6. Keep a file of clippings, newspaper articles, magazines, on specific subject.
7. Have special interest clubs or units.
8. Allow specific and regular class time for independent reading.

Lack of Interest in Reading

1. Adjust teaching to the child's reading and ability levels.
2. Adjust teaching to the child's learning rate.
3. Provide for special interest work in content subjects.
4. Use school events (field trips, plays, etc.) to encourage and promote reading.
5. Challenge the child's curiosity.
6. Have interest centers around the rooms.
7. Teach the basic skills in reading.
8. Discover the child's areas of interest through various means (interest inventory, discussion, individual talks, etc.).
9. Provide variety in the school program.
10. Provide for variety and interest in drill work.
11. Show the child his progress in reading, such as keeping records of books read, skills learned, etc.
12. Try to show the child his strengths and weaknesses in reading, and lead him to recognize these on his own.

Developed by Virlene Hicks and Sonja Seemann, Reading Specialists
Wichita Public Schools, Wichita, Kansas 4/81

CONTENT AREA READING

What is needed at the secondary level is a continuation of instruction in reading. Even as students have "learned to read" they must now "learn to read to learn." Content area reading is one dimension of the secondary reading program that is the responsibility of all teachers. Ideally, reading at the secondary level would best be taught in the context of the content in which it is required. It is the content area teacher who is in the best position to provide instruction that:

1. builds positively on reading skills instead of recycling them
2. prepares students for reading assignments
3. guides students' reading of content material
4. develops vocabulary
5. helps students to integrate new ideas and meanings into a conceptual framework to support comprehension in the content subject.*

READING ACHIEVEMENT LEVELS

A factor that is frustrating for secondary teachers is the wide range of reading achievement levels that exists in any heterogeneously grouped class. It can be expressed by a formula:

range of reading achievement = 2/3 the mean chronological age of the students. To find the mean chronological age, add 5.2 years to the grade level. For example:

grade 7 + 5.2 years = CA 12.2 x 2/3 = 8^{+} levels, from about third to eleventh grade

grade 10 + 5.2 years = CA 15.2 x 2/3 = 10^{+} levels, from about fifth to fifteenth grade

grade 12 + 5.2 years = CA 17.2 x 2/3 = 11^{+} levels, from about sixth to eighteenth grade.

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*From Secondary School Reading

It is safe to assume that in a typical class one-third of the students will cluster within one year below and one year above grade placement, one third will read more poorly and one-third will read better.

This wide range of achievement makes it critical for secondary teachers to identify the reading levels of their individual students and to assess the reading level of their instructional materials so that they may achieve the best possible match of students and materials.

Any consideration of achievement must recognize that students have at least three reading levels, independent, instructional and frustration. The independent level is that level at which students can function without the aid of an instructor. Library books, recreational reading, homework assignments and independent classroom activities need to be at the student's independent level which is usually a year or two below the instructional level.

The instructional level is a challenge. There are some new words in the material which requires teaching but does not present major difficulty in decoding or comprehension. At the frustration level the material is too difficult, both the student and the teacher become frustrated.

Emmett Betts has identified four reading levels that can be found for an individual student. These are as follows:

Independent Level is the highest reading level at which a student can read with complete understanding, free from physical symptoms of difficulty.

1. Oral reading is fluent and characterized by proper rhythm and conversational tones, with accurate interpretation of punctuation. Word recognition errors are less than two percent.

2. There is freedom from tension (evidenced by poor reading posture, finger-pointing, frowning and tense movements of hands, feet and body).

3. The comprehension score, based on both factual and inferential questions, is at least 90%.

Instructional Level is the highest reading level at which a student can read satisfactorily with teacher assistance.

1. Purposeful oral reading, following directed silent reading, is characterized by proper rhythm, conversational tone, accurate interpretation, and a reasonably wide eye-voice span.

2. There is freedom from physical symptoms of difficulty.

3. The comprehension score, based on both factual and inferential questions, is at least 75% following both silent and oral reading (word recognition errors range between 2-5%).

Frustration Level is the lowest reading level. It is characterized by an excessive number of word recognition errors, poor comprehension, and emotional tension.

1. Oral reading shows a lack of rhythm and failure to interpret punctuation properly. There are frequent repetitions, word substitutions, and word-by-word reading.

2. Physical symptoms of finger pointing, head movement, vocalization, and emotional tension are present as the student attempts to read.

3. The comprehension score following either oral or silent reading is less than 70% - word recognition errors are between the 5-10% level.

Listening Comprehension (hearing-capacity level) is the highest reading level at which the student can comprehend material read to him.

1. The minimum comprehension score is 75%.

2. There is an ability to relate experience to the information gained through listening.

3. The student can use oral language structure and vocabulary comparable to the material heard.

1. Assessment of the student. The teacher may obtain standardized test scores from the counselor or reading specialist. The teacher must be aware of the fact that standardized test results indicate a student's frustration reading level. This reading level is not the level at which the student should be expected to function successfully. The teacher should subtract one - two years from this standardized grade equivalent in order to have a more realistic idea of the student's reading ability. In addition, the reading specialist may administer an individualized reading test to students. An example of a short individual test which may be used by the content teacher is the San Diego Quick Assessment (Appendix A), and interest inventories.

2. Assessment of the textbook. The teacher should be aware of the degree of suitability between the student and content textbook.

   a. The teacher assigns a typical passage for silent reading. The student either writes a short summary or answers ten prepared questions over the material. The class discusses the summaries and when the pupils do not appear to grasp the concept, the teacher asks them to read aloud the parts of the passage from which they gained their information.

   b. The teacher has the student(s) read a page orally and then explain the passage in his/her own words.

3. Standards for the methods a and b are that the book is probably too difficult if the student

   a. misses more than 30% of the comprehension questions

   b. has trouble with as many as 20% of the words

   c. has trouble with the concept formation of the selection

4. Other methods of assessment.

   a. Group Informal Reading Inventory (Specific examples for presently adopted content area textbooks are included at the end of this section)

   b. Fry Readability Formula (Appendix B)

   c. CLOZE Procedure (Appendix C)

Once the teacher has assessed the reading needs of the students and the classroom as a whole, he or she may want to consider substitute

material for students who cannot read and understand the textbook. This is particularly applicable for the ESL or handicapped student. Some suggestions include:

a. Use easier textbooks on the same subject.

b. Locate easier special reference materials on the specific topic. The library-media specialist or reading teacher can be a valuable resource.

c. The lesson unit may be subdivided among students on which easier material is available.

d. Where alternate material is not available, try cooperative use of textbook.

A study guide is a valuable aid for any student. Examples of study guides are included at the end of this section.

DIRECTED READING LESSON

The following is an outline of a structured lesson in which the student can achieve the most from reading required in content areas.

Teacher Procedure:

I. Before reading the lesson material

A. Develop background information for lessons

B. Preview lesson to be assigned and establish purposes for reading

C. Pre-teach new vocabulary words

II. During Reading of the Selection

A. Direct silent reading of lesson

B. Guide discussion of lesson

C. Check comprehension and discuss

III. After Reading the Lesson

A. Provide other oral reading activities

B. Provide for follow-up activities

Suggested Guidelines for DRL:

I. Before Reading

Teacher Responsibility	Student Involvement
A. Review related lesson information, develop interest in lesson relating it to students experiences. Use activities to build vicarious experiences (film, TV program, pictures). Present background information.	A. Share personal experience and information about the lesson.

I. Before Reading (continued)

Teacher Responsibility	Student Involvement
B. Develop cooperatively with students purposes for lesson. Suggested activities are: a. demonstrate SQ3R Study technique b. discuss titles and sub-titles c. discuss purposes for reading d. preview graphic aids	B. Relate known information about lesson. Participate in preview activities, suggest questions to be answered in lesson.
C. Preteach new words.	C. Read words in context.
D. Make clear, concise assignment of lesson.	
II. During Reading	
A. Allow time for silent reading of lesson. (might be homework assignment)	A. Read assignment to satisfy purpose(s).
B. Guide discussion based on purpose questions and extend to critical thinking. a. use open-ended questions requiring thinking b. emphasize relationships between what has been read and other situations	B. Answer purpose questions and extend thinking. a. raise other questions about lesson b. assimilate new information to knowledge base
C. Develop comprehension skills and concepts. Deal with misconceptions. Check understandings. Examples are: a. teacher-made tests b. open-book test c. class discussion	C. Extend knowledge, enter into group discussions, become involved in the learning process.

III. After Reading

Teacher Responsibility	Student Involvement
A. Plan some purposeful oral re-reading. Suggested activities are: a. read special directions b. read section which contains the answer to purpose question c. read main idea sentence in paragraph d. read passages which list specific details	A. Participate in oral reading activities. (suggested in a-d)
B. Assign extension and enrichment activities. These might include: a. relate information to present-day situation b. assign outside projects c. use drama or art work	B. Participate as directed in any assigned outside projects. React and assimilate any new understanding to student's current knowledge base.

VOCABULARY DEVELOPMENT

Vocabulary development is a major component of virtually all subject areas. In some subjects, vocabulary takes on additional or different significance and becomes a part of concept development. Too often, the content area teacher assumes too much. The student may have a limited and even erroneous grasp of vocabulary and the accompanying concepts which are intrinsic to specific subjects.

Vocabulary skills may also be described as word attack skills, that is, skills that help readers identify or attack new and unfamiliar words. Four major groups of word attack/vocabulary skills are commonly taught in the elementary grades:

a) use of context clues

b) use of structural analysis

c) use of sound patterns

d) use of outside references

The content area teacher can assess these skills with an Informal Reading Inventory or in another way to be sure students can use all of them. If students do not appear to grasp these skills, the SRS may be consulted for model lessons or demonstrations.

It should be pointed out that concept development is an integral part of vocabulary development. The ability to conceptualize, to think and to reason critically is an on-going process that forms the basis for effective vocabulary growth. Students develop concepts both from direct activities he has with living and working, aspects of the world about him, and from information he acquires through viewing, learning and reading.

A concept is the basis for vocabulary development and, as such, is basic to comprehension. It is the individual mental construct a student develops. It is labeled by a word. The word, however, is not the concept. It is merely the representation of the concept used by the student for his own thought. When meaning is understood, in whatever context, then only the label needs to be provided, and vocabulary development is the logical result.

General procedural principles for the content teacher in developing vocabulary include the following:

1. Make vocabulary development an activity that permeates the entire program of study in all content areas. In class discussions, search for the precise term. Discuss interesting etymologies when appropriate. Help to give the students an appreciation of the functions of words in language by requiring precision as they think and communicate.

2. Create enthusiasm for vocabulary growth. Play with words by adding prefixes, suffixes, inflectional endings, forming acronyms, investigating interesting derivations, etc.; show how specific words have emotional impact and affect meaning. Say the same idea in different ways.

3. Attack verbosity. High school pupils often verbalize very well. They often have only an indistinct idea. Pin the verbalizers down. Have them explain their statements. Ask them to be more specific or to explain their idea by using other words. Discuss why their statements are too broad or too narrow to be precise.

4. Use new words repeatedly in conversation. As a concept is developed in class, provide the word which labels or describes it. Introducing a few words at a time enables you and the students to keep them in mind as class discussion proceeds. Then weave them into the discussion when appropriate.

5. When introducing a new concept and its label, proceed from the known to the unknown by using familiar words; remembering appropriate past experiences; reinforcing through demonstrations, illustrations, or actual objects; and by using audio-visual aids such as films, recordings, and strip films.

6. Introduce the dictionary as a source book of interesting information. Provide practice in the use of the dictionary to increase the student's proficiency with it.

7. Develop within the student the idea that success in his vocabulary growth depends on his assuming responsibility for it.*

The following are abbreviated suggested activities for vocabulary development in the content area which may be incorporated into the lesson procedure. For a more complete description of these activities consult Comprehensive High School Reading Methods by David Shepherd.

1. Use as many first-hand experiences as possible, particularly in teaching concrete items or situations. Show, relate and illustrate to develop vocabulary concretely.

2. Use pictures, objects, dramatizations and audio-visual aids to give concrete illustrations of a word.

3. Discuss the concepts for which the words are labels. Explain them; help the students to relate them to past experiences.

4. Alert students to context by working with them in making an intelligent guess about a word's meaning by the way it is used in a sentence.

5. Provide a study of antonyms and synonyms. Develop precision by noting the possible slight differences of meaning or the different application of the synonymous terms.

6. Study prefixes and how they alter the meaning of the root word. Show the relation of suffixes to the function of a word in a sentence.

7. Encourage wide reading as a means of providing the students with various instances and variations of word usage.

8. Encourage interest in words through the discussion of idiomatic phrases, figurative language, and interesting word origins.

9. Keep notebook records of:

   a) new words the students meet and learn

   b) words relating to special subjects

   c) words relating to hobbies

   d) new uses and additional meanings of familiar words

   e) substitutes for overworked words

   f) words that describe or characterize particular persons, objects, or situations

*From Comprehensive High School Reading Methods.

g) words appealing to the senses--those contributing to sensory imagery while reading

h) idiomatic phrases

10. Substitute specific words for general and overworked words used by your students.

11. Replace slang with legitimate words.

13. Rewrite a paragraph using different words to compare with the original.

14. Point out words that denote categories under which many types can be listed. This idea can be used in the subject areas as a means of outlining the new vocabulary to show the organization of information. A variation could require the students to match people, places, and events--ideas from terms found at the ends of a chapter or a unit.

15. Find substitutes for pet expressions.

16. Note words which give impressions or appeal to the emotions.

17. Keep a classroom dictionary of new words pertinent to the subject.

18. Have the students keep a vocabulary file of new words on index cards.

19. Match words with pictures to show the meaning of the word.

20. Rewrite slanted headlines and articles taking out the words appealing to the emotions.

21. Note differences in connotation of words which are basically synonymous--wise, smart, shrewd, adroit, clever, astute, devious, sly.

22. Write advertising copy for some product, choosing words to give different impressions of the products.

23. Have the students note jargon and determine a more succinct statement.

24. Note euphemisms.

25. Note words which may imply a symbolic meaning different from their denotations.

26. Note acronyms.

27. Devise vocabulary "bees," crossword puzzles, dictionary races, vocabulary games where knowledge of words is the skill of the game.

28. Use questioning to elict student understanding of words:

    a) What is the key word in this heading? Why?

    b) What does _____ mean as used in this sentence?

    c) What other meanings do you already know for _____?

    d) What does the glossary in your book say about _____?

    e) How many meanings does your dictionary give for _____?

    f) Which meaning is appropriate in this selection?

    g) What other words may be substituted for this word?

29. Discuss indefinite words such as few, many, any, large, small, little, much, some, several, most.

30. Discuss definite words such as all, always, certain, every, sure, never, right, true, whole.

31. Investigate and discuss the history of the English language, its changing form and its various levels of usage--slang, informal English, formal English, technical language. Investigate obsolete but still legitimate words.

LEVELS OF COMPREHENSION

The comprehension of information requires many skills, some quite simple, others more complex. They range from getting the facts to drawing inferences and synthesizing ideas. There are generally four levels of comprehension skills--the literal, the interpretative, the critical, and the creative.

The literal level is the simplest level since all the student needs to do is to reproduce the facts as they are related by the author. The skills needed for this level of understanding include noting factual data, sequence, chronology, and enumeration. It is assumed that the student understands the facts, but this is not always the case. Some students are quite glib and can state in a parrot-like manner what the author has written with little or no understanding. At this level, questions are factual and detailed such as:

List the steps of the photosynthetic process.

What was the reaction of the colonists to the Stamp Act?

What materials and equipment do you need for the experiment?

Where did the robber hide the stolen money?

The interpretative level, requires the student to go beyond the information given by the author, depends upon competence at the literal level. The student is now required to see the significance of the data: to note various relationships such as cause and effect and relation of the part to the whole, to make comparisons, to draw conclusions and inferences, and to make generalizations. Class discussion is vital for the development of competence at this level. The comments and ideas of the students help develop each other's interpretation. The

teacher can help the students see how facts are interrelated by such questions as:

> Explain why the photosynthetic process is essential to life on earth.
>
> Why was the Stamp Act an unwise law?
>
> Why do you need to have exactly two grams of sodium sulfate for the experiment?
>
> Explain how the hiding place for the stolen money showed the robber's ingenuity.

The critical level depends upon the first two. At this level the student learns to evaluate and judge the information and the author's presentation of it. Skills at this level are aimed toward evaluating the author's use of language for guiding the reader's interpretation; noting evidence of the author's fairness or bias, his qualifications, his point of view, intent, and truthfulness; and determining adequacy of information coverage. Recognizing the techniques of the propagandists are also included among the skills of critical reading. Class discussion is again valuable since students will need help in making evaluations and judgments, and in realizing that critical reading requires a standard against which to make judgments. This standard may come from factual evidence, or from society's and their own scale of values. For example, whether or not an author is truthful could be determined against factual evidence, but also against the student's or society's sense of fairness. Questioning at this level may take the form of:

> Explain scientist X's point of view about the photosynthetic process when he stated that forest cutting must be highly controlled and kept to a minimum.
>
> How might an author favorable to the British cause have viewed the colonists' reaction to the Stamp Act?

What would be the result of your experiment if you used three grams of sodium sulfate?

Judge the validity of the young man's arguments for leaving his job.

The creative level requires the student's involvement with the information presented as he uses it to formulate or to rethink ideas of his own. Obviously, the reader is best able to think creatively about the information he has read when he knows what the author has written, has made interpretations basic to his purpose, and has evaluated the pertinence of the information. This level is viewed as the culuminating one. Questioning at this level might consist of open-ended queries which require the student to include his own knowledge, views, and values:

Give your views about the importance of the photosynthetic process. Support your answer with factual evidence.

How would you have reacted if you were a colonist at the time of the Stamp Act? And, if you were a member of the British Commonwealth?

What is the most crucial part of the experiment? Why?

What would you do if you found yourself face to face with the robber in the story?*

In order to help students extend and strengthen their comprehension skills, the teacher is directed to Appendix D, which may be copied and shared with students.

SIGNAL WORDS

An important aid to comprehension is the ability to recognize and interpret what are commonly known as signal words. Teaching this concept as an organizational pattern will enhance the student's understanding.

*From Comprehension High School Reading Methods.

Classification	Cause and effect
some	then
for example	since
one another, still another	consequently
many	hence
moreover	the outcome
furthermore	the reason
in addition	accordingly
besides	due to
a group	the effect of
that is	on account of
in other words	thus
also	therefore
two	as a result of
numerous	why
	because

Sequence	Comparison - Contrast
First, second, third	yet
First, next, then, finally	though
subsequently	still
first, later, still later, last	on the contrary
in 1975, in 1980, 1985	nevertheless
yesterday, today, tomorrow	despite
a recipe	conversely
directions	both
the history of	compare by contrast
before and afterward	however
formerly	on one hand, on the other hand
meanwhile	but
now presently	alike
previously	similar
ultimately	different

QUESTIONING

Pertinent to each level of comprehension are appropriate questions. These are not difficult to formulate, but do require some preparation:

1. The teacher should read the material prior to class.

2. The teacher should ascertain the level of comprehension the students should employ with the material, which is determined by the importance the teacher placed on the information.

3. The teacher should formulate the key questions before class for the levels of comprehension required.

Students should be taught at the onset that there often exists a range of acceptable answers; but in any range, one preferred answer usually exists. Arriving at the best possible answer is what refines the power of critical thinking. The following lines of classroom questions should be utilized at appropriate times by the teacher:

CLASSROOM QUESTIONS

1. Memory-recognizing or recalling information as given in the passage. There are four kinds of ideas on the memory level of thinking:

   a) facts-
      Who did _____?
      When did _____?
      How many _____?
      What are _____?

   b) definitions of terms used, and perhaps explained, in the text-
      What is meant by _____?
      What does _____ mean?
      What meaning did you understand for _____?
      Explain what we mean by _____?

   c) generalizations-recognizing common characteristic of a group of ideas or things

      What events led to _____?
      In what three ways do _____ resemble _____?
      How did _____ and _____ effect (cause) _____?

   d) values-a judgment of quality
      What is said about _____?
      Do you agree?
      What kind of a boy was _____?
      What did _____ do that you wouldn't?

2. Translations-expressing ideas in different form or language-
   Tell me in your own words how _____?
   What kind of a drawing could you make to illustrate _____?
   How could we restate _____?
   Could we make up a play to tell this story?
   How?
   What does the writer mean by the phrase _____?
   Write a story pretending you are _____?

3. Interpretation-trying to see relationships among facts, generalizations, values, etc. There are several types of interpretation.

   a) Comparative-are ideas the same, different, related or opposed
      How is _____ like _____?
      Is _____ the same as _____?
      Why not?
      Which three _____ are most alike in _____?
      Compare _____ with _____ in _____?
      How does _____ today resemble _____ in _____?

   b) Implications-arriving at an idea which depends upon evidence in the reading passage
      What will _____ and _____ lead to?
      What justification for _____ does the author give?
      If _____ continues to _____, what is likely to happen?
      What would happen if _____?

   c) Inductive thinking-applying a generalization to a group of observed facts

      What facts in the story tend to support the idea that _____?
      What is the author trying to tell you by _____?
      What does the behavior of _____ tell you about him?
      What events led to _____?
      Why?

   d) Quantitative-using a number of facts to reach a conclusion
      How much has _____ increased?
      What conclusions can you draw from the table (graph) on page _____?
      How many causes of _____ can you list?

   e) Cause and effect-recognizing the events leading to a happening
      Why did the boy _____?
      How did the boy make _____ happen?
      What two things led up to _____?
      When the girl _____, what had to happen?
      Why did _____ happen?

4. Application-solving a problem that requires the use of generalizations, facts, values and other appropriate types of thinking

   How can we show that we need a traffic policeman at the crossing at the end of our school?

   If we want to raise hamsters in our classroom, what sort of plans will we have to make?

   John has been ill for several days. What could we do to help him during his illness? To show him we think of him?

5. Analysis-recognizing and applying rules of logic to solution of a problem; analyzing an example of reasoning

   Discuss the statement, "All teachers are kind and friendly."

   Some people think that boys can run faster than girls. What do you think?

   John was once bitten by a dog. Now John dislikes all dogs. Is he right or wrong in his feelings? Why?

6. Synthesis-using original, creative thinking to solve a problem

   What other titles could you think of for this story?

   What other ending can you think of for this story?

   If John had not _____, what might have happened?

   Pretend you are a manufacturer of pencils who wishes to produce a much better pencil. Tell what you might do.

7. Evaluation-making judgments based on clearly defined standards

   Did you enjoy the story of _____? For what reasons?

   What do you think of _____ in this story? Do you approve of his actions?

   In the textbook, the author tells us that _____ felt _____. Is this a fact or the author's opinion? How do you know?

   This story has a very happy ending. Should all stories end happily? Why not?

   The author of our textbook apparently believes that the American colonists were right in their actions. Do you agree? What do you suppose the British said about the colonists?

   Write a short story about your favorite person in history. Tell why this person is your favorite.

STUDY SKILLS

An area particulary appropriate to the content area is that of study skills. The SRS as well as the content area teacher should include the following study skills in a teaching unit and throughout the school year.

I. Reading

- Using signal words
- Using text aids
  - Table of Contents
  - Introduction
  - Headings
  - Summaries
  - Glossaries
  - Appendix
  - Index
- Surveying the text
- Reading to answer questions
- Determining organizational patterns
  - Chronological
  - Cause and effect
  - Comparison-contrast
  - Functional
  - Simple to complex
- Pencil activities
  - Underlining
  - Note taking
  - Outlining

Summarizing

Graphing

Reading for different purposes

Skimming

Scanning

Reading to learn

Reading for pleasure

Increasing reading speed

II. Using Visual Aids

Maps (reading and symbols)

Pictures

Graphs (comprehending)

Tables

III. Listening to Lectures

Taking lecture notes

Listening skills

IV. Preparing for Tests

Making study sheets

Making test questions

Recitation of self-testing

Mnemonic techniques

Making a time planning chart

V. Taking a Test

Essay exams

Objective exams

Multiple choice

Matching

True-false

VI. Writing a Research Paper

Using the library

Using reference books

Narrowing a topic

Making a bibliography

Using note cards

Organizing the paper

AIDS FOR THE CONTENT AREA TEACHER

Construction of An Informal Reading Inventory for the Content Areas

It is essential that the teacher discover as soon as possible how well each student can read the content textbook. The best testing instrument for collecting this information is the textbook itself. It is necessary, however, to identify the skills you want to test and organize your test questions in such a manner that they will truly test those skills. Keep in mind that it is probably not necessary to test all the skills, but it is important to have a representative sampling in depth to make an effective appraisal of the individual skill areas.

I. The following is a suggested approach for construction of the test.

A. Selection of test items

1. Identify the critical skills of the content area at the level you are teaching.
2. Select the skills you want to test.
3. Locate within the textbook, sections that are representative of each of the vaious skills. Strive to make the examinee use all of the parts of the textbook.
4. Construct your test items from these representative sections.
5. Provide enough items for each skill to enable the examinee to demonstrate his proficiency. Choose some easy items and items that are more difficult. (4-8 items for each skill)
6. Concepts (See item III-D)

B. Test Format

1. Construct the test format to provide directions and questions only (exceptions to this may be the alphabetizing and vocabulary words). The examinee may mark on the format or use a separate scoring sheet.
2. The textbook will provide the basic information to be read.

C. Providing for analysis of test results

1. Provide an item analysis of your test for quick identification of strong and weak areas. A profile section reflecting the performance in the various areas might be helpful.

2. Establish what you consider to be satisfactory performance and unsatisfactory performance (this is a subjective judgment). To establish a more discrete scale would require the establishment of a normative population).

II. Developmental Reading Skills to be tested

A. Word recognition skills

1. Word analysis skills

a. Ability to analyze words phonetically
b. Structural analysis skills

(1) The ability to recognize and use prefixes, suffixes, and roots
(2) The ability to recognize familiar portions of new words
(3) The ability to break words into syllables for pronunciation

c. Use of context

B. Vocabulary development

1. Knowledge of specific content words that should have been learned in previous experiences

2. Knowledge of specific content words that are peculiar to this textbook or this level of study, that the examinee may not know from previous experiences

C. Organizational skills

1. The ability to identify the main idea

2. The ability to identify details to support the main idea

3. The ability to pick out key words

4. The ability to pick out key sentences

5. The ability to determine chronological and sequential order

6. The ability to outline

7. The ability to summarize

8. The ability to follow directions

D. Reference skills

1. The ability to use alphabetical order

2. The ability to use the various parts of a book: title, title page, copyright page, acknowledgments, preface, table of contents, lists of tables, charts and illustrations, chapter and sectional headings, side and recurring headings, footnotes, illustrations, graphs, diagrams and charts, captions, picture credits, chapter or section summary, bibliography, glossary, appendix, index

GROUP READING INVENTORY: ENGLISH

From American Literature by G. Robert Carlsen, Edgar H. Schuster, and Anthony Tovatt. Copyright 1973 by McGraw-Hill Book Company.

A. Parts of Book

1. How many poems by Emily Dickinson are included in this text?
2. What section of the book would you consult for the meaning of parody?
3. On what page is the excerpt from Henry David Thoreau's Walden?

Introduce story on page 191. Direct students to read pages 191-198.

B. Vocabulary

4. What is meant by the word precarious as used on page 192, column 1, line 28?
5. What is meant by the word obliterate as found on page 194, column 1, line 9?
6. List a word that would be the opposite of superfluous as used on page 197, column 2, line 25.
7. Substitute a word of similar meaning for obstinate, page 196, column 1, line 25.
8. Select the proper meaning of eminent, page 193, column 1, line 19.

   a. cautious
   b. outstanding
   c. intelligent
   d. rich

9. Select the proper meaning of parsimony, page 197, column 1,

   a. neatness
   b. thriftiness
   c. carefulness
   d. patience

Developed by Ann Dorrah, Southeast High School

10. Select the proper meaning of fortitude, page 195, column 2, line 17.

    a. fierceness
    b. pride
    c. strength
    d. fear

C. Word Recognition and Word Attack

Divide the following words into syllables and show how each syllable is accented.

11-12. prowess

13-14. precarious

15-16. avarice

17-18. prevalent

19. What is meant by the prefix im in impregnable?

20. What does the suffix less mean in doubtless?

21. Change the adverb resolutely to a noun.

22. Change the verb cultivate to a noun.

23. Change the adjective flexible to a noun.

24. Change the adjective desperate to an adverb.

D. Comprehension

25. Where does the story take place?

26. What kind of person is the character of Tom in this story?

27. What is the relationship between Tom and his wife like?

28. List several ways the reader knows that the person Tom meets when he takes his walk is the devil.

29. What is Tom's wife's reaction to the offer the devil makes?

30. What probably happened to Tom's wife?

31. What is the final agreement that Tom and the devil make?

32. What starts to bother Tom in his later years?

33. How does Tom propose to outwit the devil?

34. Do you think that Tom's religious conversion is genuine?

35. What do you think is the purpose of the description of the trees in the story?

36. What do you think is the author's attitude toward stingy people like Tom?

37. How would you describe the mood of the story?

E. Skimming

Skim pages 194-195 to find the answers to the following questions.

38. What mark does Tom have on his forehead after his meeting with the devil?

39. What does Tom find tied up in the apron?

Answer Key: English

A. Parts of Book

1. Twenty-four
2. Glossary
3. Page 593

B. Vocabulary

4. Unstable
5. Wipe Out
6. Necessary
7. Stubborn
8. b
9. b
10. c

C. Word Recognition and Word Attack

11. /
12. prow ess

13. /
14. pre car i ous

15. /
16. av a rice

17. /
18. prev a lent

19. Not
20. Without
21. Resolution
22. Cultivation
23. Flexibility

24. Desperately

D. Comprehension

25. In New England

26. He is a small, insignificant man who is very miserly and would cheat others to get something for himself.

27. They are continually fighting and are jealous of what each other gets.

28. He had great red eyes; he looked as though he had been accustomed to forging in fires; he says he is the patron of witch trials and slave dealers.

29. All her greed was awakened and she insists he makes a bargain with the devil.

30. Since Tom refused to deal with the devil, she went to see if she could make a deal with him, and he evidently killed her as she never returned from that meeting. Her heart and liver were found tied in an apron on the tree.

31. The devil will make Tom a successful usurer (loan shark) and make him wealthy in return for Tom's soul.

32. Tom knows he has cheated many people out of a lot of money by charging increasingly high interest and foreclosing on homes and farms; he knows he will have to pay the price for all the money he has made by giving up his soul and he does not want to do so.

33. He became a violent church goer; he prayed all the time loudly and strenuously; and he always carried a Bible.

34. Tom's conversion is not genuine as he is still very miserly and cheats people out of their money.

35. Each of the trees represents an eminent person who has sold his soul. It looks healthy on the outside, but on the inside it is diseased, rotting, and ready for burning.

36. He thinks Tom behaves like a fool and rather points fun at him.

37. The mood of the story is comic as we laugh at Tom's actions and smile when the devil gets his due in an unexpected way.

E. Skimming

38. Black print of a burned finger

39. A heart and a liver

GROUP READING INVENTORY: SOCIAL STUDIES

From Nations of the World by Walter Lefferts and Israel Soifer.
Copyright 1982 by Macmillan Publishing Company.

A. Parts of the Book

1. What is the subject of Chapter 4? On what page does Chapter 4 begin?
2. What sections in Chapter 4 are about China?
3. On what pages can you find information on Afghanistan?
4. On what pages can you locate information on Bangladesh?
5. Choose an interesting new word from this book and define it.

B. Use of Maps, Charts, Etc.

6. Look at the time line on page 11 and figure out how many years it took between using the wheel and landing on the moon.
7. Turn to page 96, and find the "bar graph" that shows oil production of four Middle Eastern countries. Which country produced the most oil? How much oil did the country produce in 1978?
8. From the map of Europe on page 161, name the countries that border Spain.

Student is to read pages 135-137.

C. Understanding Vocabulary

9. Define "Open-door policy."
10. What is a warlord?
11. What is communism?
12. What is a commune?

Developed by Pearl Burke, Hamilton Traditional Alternative Junior High School

D. Noting Main Ideas

13. Why did the Chinese open their ports to trade with other nations after 1844?

14. What historical changes took place in China between 1912 and 1946?

15. Why did Japan invade China?

16. Why is China called a "divided nation" now?

E. Noting Details

17. What happened to Hong Kong in 1844?

18. After the first Chinese elected president died, who became the leader of the Nationalists?

19. Who was the leader of the communists party in China that fought the Nationalists?

20. When did Japan invade China?

F. Drawing Conclusions

21. In 1899 some Chinese leaders decided that China should be made into a modern nation. But some Chinese still wanted to cling to old ways. Do you think it was wise to modernize China?

22. Turning China into an industrial power is a chief Communist goal? Do you think the communists' economic system would help in achieving the goal, or should free enterprise be allowed?

G. Noting Organizations

23. Why is the number "2" on the top of page 135 in green? How does it help you study?

24. Make a time line of major events on pages 135-137.

H. Use of Resources (you do not need your textbook to answer questions in this section)

25. How are fiction books arranged in the library?

26. How are nonfiction books arranged in the library?

27. What is a biography?

28. If you want to read a current magazine article about China, what reference tool would you use to look it up?

I. Library Enrichment Projects

29. Many business men are reluctant to invest money in Hong Kong. Why? Find an up-to-date magazine article about the expiration of Britain's lease of Hong Kong.

30. Read a biography of one of the following Chinese leaders. Tell one or more interesting anecdotes about him.

Chiang Kai-shek

Sun Yat-sen

Mao Tse-tung

31. Read a magazine article about President Reagan's visit to China. What was the purpose of his trip? Did he accomplish his goals?

Answer Key: Social Studies

A. Parts of the Book

1. China, Korea, Japan page 126

2. Section 1 - China's Geography and Early History

Section 2 - China in Modern Times

3. pages 48, 114-115, 498

4. pages 100, 102, 103, 114

5. Answers will vary

B. Use of Maps, Charts, Etc.

6. 5,269 years

7. Saudi Arabia More than 400 millions of metric tons

8. Portugal and France

C. Understanding Vocabulary

9. A country opens its ports to trade with all nations

10. A general who controls an area by force

11. A system of government in which property and goods are controlled by the government

12. A group of villages in China

D. Noting Main Ideas

13. European nations wanted to increase their trade with China; China was forced to open its ports.

14. In 1912, China became a republic

The Nationalists and the Communists fought for control of China.

War between Japan and China lasted until World War II ended.

15. Because of its overpopulation, Japan tried to spread out from its small islands to the Mainland.

16. China was divided into the Republic of China in Taiwan under the Nationalists and the People's Republic of China under the Communists.

E. Noting Details

17. Hong Kong became a British possession

18. Chiang Kai-shek

19. Mao Tse-tung

20 1931

F. Drawing Conclusions

21. Answers will vary

22. Answers will vary

G. Noting Organizations

23. Second section of Chapter 4 (colored green)

24. Answers will vary

H. Use of Resources

25. In alphabetical order by author's last name

26. By Dewing Decimal System

27. A person's life story

28. The Readers' Guide to Periodical Literature

GROUP READING INVENTORY: SOCIAL STUDIES

From The Americans: The History of a People and a Nation by Winthrop Jordon, Miriam Greenblatt and John S. Bowes. Copyright 1982 by Science Research Associates, Inc.

A. Book Parts

1. What information is given on the Title Page?
2. How many chapters are in the book? How many units? Where did you find this information?
3. Where would you find a map of the thirteen American colonies in 1750?
4. What is the title of Unit 5?
5. Which chapters are included in Unit 5?
6. On what page would you find the beginning of a chronology of American history?
7. Where would you look to find information in this book about the Wilson-Gorman Tariff Act?

B. Use of Resources

8. Where in the media center would you look to find books on specific topics in U. S. history?
9. What source would you use to find a recent article about the war in Viet Nam?
10. What is an Index?
11. How are books catagorized in the media center? What cataloging system is used?

C. Use of Maps, Charts, Etc.

12. What does the study map on page 423 show?

Developed by Jim Bath, South High School

13. On page 365, who is pictured?

14. What do the pale yellow areas on the map on pages 758-759 represent?

15. On page 311, who was the famous Civil War photographer who took the picture?

Read Chapter 1, paragraph 1, pages 3-6.

D. Understanding Vocabulary

16. Define strait.

17. Who are the Adapters?

18. What does "stretch" mean as used in paragraph one on page 3?

19. What word would you look up to find the definition of drawn?

E. Noting Main Ideas

20. Explain what happened during the Ice Age.

21. What is the main idea of the third paragraph on page 3?

22. Explain how and when scientists discovered an accurate method of dating objects.

F. Noting Details

23. What is the width of the Bering Strait?

24. Name some of the clues left by the early people.

25. How much water would need to be drawn off for the land bridge to reappear?

G. Drawing Conclusions

26. Why do scientists believe the Eskimos were the last to cross the land bridge?

27. Why do we know more about the Aztecs and Incas?

H. Noting Organization

28. If you were to outline this section, how many main topics would you have?

Answer Key: Social Studies

A. Book Parts

1. Title, Author and Publisher
2. 40 chapters, 10 units, Table of Contents
3. Page 42
4. The Tragic Time
5. 15, 16, 17
6. Page 779
7. Index (page 418)

B. Use of Resources

8. The card catalog
9. Reader's Guide
10. Alphabetical list of topics in a book
11. By topic, Dewey Decimal System

C. Use of Maps, Charts, Etc.

12. Presidential Election 1896
13. Andrew Carnegie
14. U. S. land elevation below 200 feet
15. Matthew Brady

D. Understanding Vocabulary

16. A narrow waterway connecting two larger bodies of water
17. People in the southeast part of North America who are strongly influenced by the culture of the Aztec and Mayan civilizations
18. An unbroken place or area
19. Draw

E. Noting Details

20. Water drawn up into the sky from the sea fell back again as snow and remained as unmelted ice on the glaciers

21. In the far distant past, climate was quite different from what it is today

22. In the 1940's the discovery that carbon 14 leaves the organism at a slow, steady and known rate. Thus by measuring the amount of carbon in a bone, the date of it could be determined.

F. Noting Details

23. 56 miles

24. 9,000 year old carved stones at Folsom, New Mexico
11,000 year old fluted spear points near Clovis, New Mexico
9,000 year old skeleton of a man found near Tepexpan, Mexico

25. 120 feet

G. Drawing Conclusions

26. They settled nearest the land bridge

27. They were here when the Spanish arrived

H. Noting Organization

28. Five

GROUP READING INVENTORY: WORK EXPERIENCE

From Succeeding in the World of Work by Grady Kimbrell and Ben S. Vineyard. Copyright 1981 by McKnight Publishing Company.

A. Parts of Book

1. What book part would you use to quickly look up this text's references to U.S. Savings Bonds?
2. Where would you look to find out what main topics this book covers in its 20 chapters?
3. Where would you look to see whether the information in this book is current?
4. Where would you look to find out how qualified the authors are to have written this book?

B. Use of Resources

5. When using the GIS computer in the Career Lab, which reference file would assist you in doing a career interest survey?
6. Would the GIS computer or the Occupational Outlook Handbook give you the most current salary information, as a rule?
7. What resource book and section would you use to make contact with officials who could give you specific information about the wage and hour law?

C. Using Maps, Pictures, Charts, Etc.

8. On page 233, the example of a check register shows several transactions. Are the debit entries additions or subtractions from the balance?
9. What does the pie graph at the bottom of page 249 represent?

Developed by LaDonna Steffes, East High School

10. The illustration on page 281 is an example of what?

Direct the student to read pages 240-243.

D. Vocabulary

11. Define tax evasion from the information provided on page 241, column 2.

12. What is a more common term for duties?

13. A sales tax is a:

a. progressive tax
b. direct tax
c. excise tax
d. regressive tax

14. Use the word will in a sentence providing the same meaning as on page 243, column 1.

E. Noting Main Ideas

15. Why are taxes necessary?

16. In our tax system, who determines the amount of each taxpayer's assessed taxes each year?

17. What is the difference between direct and indirect taxes?

18. What is the difference between progressive and regressive taxes?

F. Noting Details

19. Name some services paid for by taxes.

20. In what way can you have a voice in the U.S. tax system?

21. What type of tax is commonly assessed on cigarettes?

22. If a person hasn't written a will, how is his property distributed after his death?

G. Drawing Conclusions

23. What would be the result of eliminating the federal income tax?

24. Why would some people believe that adding a city sales tax would be more of a burden on lower income families than the wealthy?

25. How does tax evasion cost the honest taxpayer?

H. Noting the Organization of Material

26. How does the illustration at the top of page 241 introduce this topic?

27. If you were to outline this reading, what would be the three main topics?

Answer Key: Work Experience

A. Parts of Book

1. Index, page 324
2. Contents, pages VII - XII
3. Copyright, page IV
4. Title Page, page III

B. Use of Resources

5. The Search File
6. The GIS computer (updated every 6 months)
7. The blue (Government) pages of the phone book

C. Using Maps, Pictures, Charts, Etc.

8. Subtractions
9. Where federal funds come from and how they are distributed (Or similar)
10. Newspaper housing ads

D. Vocabulary

11. Cheating on tax returns (Or similar)
12. Taxes
13. Regressive tax
14. Must indicate the definition of a legal document dividing one's property after death according to plan

E. Noting Main Ideas

15. To pay the costs of one's government (Or similar)
16. The taxpayer himself
17. Direct taxes are paid directly to the government while indirect taxes are added to and paid along with the price of goods or services. (Or similar)

18. Progressive taxes are based on the ability of the person to pay while regressive taxes are the same rate for all no matter how able to pay. (Or similar)

F. Noting Details

19. Answers will vary but may include education, police, national defense, roads, bridges, help the needy, social security, V.A. benefits, etc.

20. Your vote

21. Excise tax

22. According to state laws

G. Drawing Conclusions

23. Answers will vary but should be similar to: a halt to federal government services and, possibly, increased taxes in other forms.

24. Answers will vary but should be similar to: because it would tax all purchases, and the lower income family has the same necessities as the higher income family.

25. Answers will vary but should be similar to: has to cover the deficit and pay for enforcement costs.

H. Noting the Organization of Material

26. Answers will vary but should be similar to: give us some added ideas of national services paid for by our taxes.

27. The need for taxes, types of taxes and federal taxes

SCIENCE-CLOZE PLACEMENT INVENTORY

Steep cliffs are common where hard rock is exposed along the shore. Beach ridges of boulders _____ gravel form at the _____ of such cliffs. Shores _____ of sand have gentle _____. Sand cannot withstand wave _____ nor can it stand _____ in steep slopes.

Some _____ is brought to the _____ zone by rivers. Other _____ is eroded from the _____ by wave action. Waves _____ currents sort these fragments. _____ and gravel are too _____ to be carried. They _____ left in place. Smaller _____ are carried along the _____. Some are carried to _____ continental shelf or even _____ continental slope. The smallest _____ may reach the abyss. _____ waves remove little material. _____ waves remove and redeposit _____ quantities of sediment. What _____ to the sediment depends _____ the energy of waves _____ currents as well as _____ the amount of materials.

_____ are deposits of loose _____ laid down parallel to _____ shoreline. The beach zone _____ seaward to about nine _____ below mean tide level. _____ extends landward to the _____. Much of the material _____ the upper part of _____ beach is kept in _____ by waves.

Beach material _____ upon the kind of _____ exposed along the coast _____ upon materials brought to _____ coast by rivers. Rivers _____ bring sand and mud _____ the beach. They may, _____, bring basalt in certain _____. If the

exposed rock _____ limestone, the beach will _____ of lime fragments. Lime _____ often is called "coral _____" although the material may _____ come from coral deposits. _____ basalt is exposed at the shore, beaches are black sand or fragments of basalt. Some parts of the Oregon Coast and the Islands of Hawaii have black sand beaches.

From Focus on Earth and Science by M. S. Bishop, P. G. Lewis and B. Sutherland. Copyright 1976 by Charles E. Merrill Publishing Company, pg. 426-427.

SCIENCE-CLOZE PLACEMENT INVENTORY

Answer Key

1. and
2. base
3. made
4. slopes
5. action
6. up
7. material
8. shore
9. material
10. coast
11. and
12. Boulders
13. large
14. are
15. fragments
16. shore
17. the
18. the
19. particles
20. Weak
21. Strong
22. great
23. happens
24. upon
25. and
26. on
27. Beaches
28. material
29. the
30. extends
31. meters
32. It
33. coastline
34. in
35. the
36. motion
37. depends
38. rock
39. or
40. the
41. usually
42. to
43. however
44. areas
45. is
46. consist
47. sand
48. sand
49. not
50. If

SCIENCE-CLOZE PLACEMENT INVENTORY

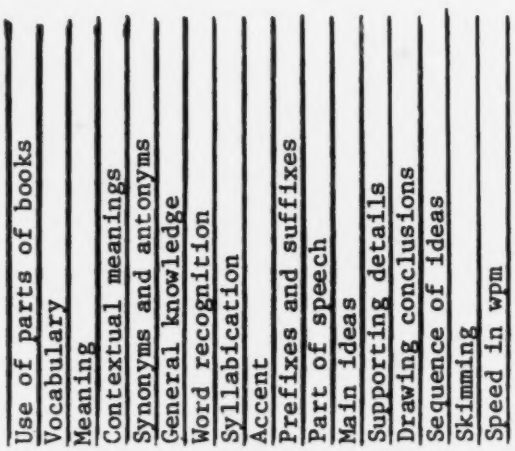
Student Response Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

'CLASS PROFILE

You can easily make a class profile as shown below:

Name of Class _____ Section _____ Teacher _____



(Check wherever pupil is deficient)

Name :

Class Summary Chart

DIRECTIONS: Check areas in which students' skills are adequate; circle inadequate areas.

		Group Reading Inventory										Study Skills Assessment		
	Student Names	Cloze Level & %-age	GRI Level & %-age	Words per Minute	Using parts of the book (1-5)	Using source Materials (6-9)	Using maps and charts (10-13)	Understanding vocabulary (14-17)	Noting main ideas (18-20)	Noting details (21-23)	Drawing conclusions (24-25)	Noting organization (26-27)	Miscellaneous
Sample:	Doe, John	47 / INST	80 / INST	225	✓	0	0	✓	✓	✓	0	0	✓
	1.												
	2.												
	3.												
	4.												
	5.												
	6.												
	7.												
	8.												
	9.												
	10.												
	11.												
	12.												
	13.												
	14.												
	15.												
	16.												
	17.												
	18.												
	19.												
	20.												
	21.												
	22.												
	23.												
	24.												
	25.												

Class _____ Period _____ Date _____

Content Interest Inventory—English

1. Listed below are several areas of study in English classes. Indicate your preferences for study in these areas by placing the number 1 by the topic you most prefer to study, 2 by the next most preferred topic, etc.

___ drama

___ poetry

___ essay writing

___ short stories

___ parts of speech

___ writing social and business letters

___ creative writing

___ history of the language

___ novels

___ punctuation

___ biography

___ vocabulary study

___ sentence diagramming

2. List the subjects you are now taking in rank order from most interesting to least interesting.

3. a. If you had a choice, would you choose to take another course in English?

   A. Yes
   B. No
   C. Undecided

   b. Write a short paragraph about your answer to 3a.

Name _____ Date _____

4. Listed below are several pairs of activities. Look at the pairs one at a time and draw a circle around the activity you would find most interesting of the two.

1. solving an algebra problem	diagramming a sentence
2. reading about Lee's surrender at Appomattox	writing about the character of Huckleberry Finn
3. acting out a part in a play	carrying out a laboratory experiment in conduction of electricity
4. writing an original short story	learning to use a slide rule
5. seeing a filmstrip about the structure of the atom	reading a novel about World War II
6. measuring distance in metrics	tracing route of Cherokee Indians during early days of America
7. see a film about the customs of the Japanese	attend an exhibit of and lecture about birds

5. Put a check mark by those things you have done in the last two months because you chose to and not because you had to.

____ wrote a personal letter

____ attended a play

____ wrote a creative story

____ read a novel

____ wrote a poem

____ wrote a business letter

____ attended a concert

____ spent your own money on a magazine

____ visited a museum

____ drew or painted a picture

____ listened to an informative lecture

____ watched an educational T.V. program

Of the things you checked above, which did you enjoy doing the most?

6. Indicate whether you have read any works of the authors listed below by placing a check mark beside the name. In the blank beside the author's name, write the title of the work you have read.

___ 1. Mark Twain _____

___ 2. William Shakespeare _____

___ 3. Edgar Allen Poe _____

___ 4. Eugene O'Neill _____

___ 5. Ernest Hemingway _____

___ 6. John Steinbeck _____

___ 7. Charles Dickens _____

___ 8. Jack London _____

___ 9. James Michener _____

___10. Maureen Daly _____

___11. Robert Frost _____

___12. Alfred Lord Tennyson _____

___13. Carl Sandburg _____

___14. Robert Heinlein _____

7. Indicate below which type of reading you prefer:

___ 1. adventure

___ 2. science fiction

___ 3. mystery

___ 4. factual accounts of historical events

___ 5. biography

___ 6. poetry

___ 7. drama

___ 8. animal stories

___ 9. romance

___10. "How To" books

Content Interest Inventory—Social Studies

1. What did you like about social studies last year?

2. What did you dislike about social studies last year?

3. What do you enjoy doing on a free afternoon? From the activities listed below, rank your first three preferences (1 by first choice, 2 by second, etc.).

   ____ a chemistry experiment

   ____ "people" watch

   ____ visit neighborhoods within your community

   ____ work on a motor

   ____ visit different age groups within your community (pre-school, aged, etc.)

   ____ check out the methods of communication and transportation in your community

   ____ visit parts of your community which show the influence of other cultures

   ____ volunteer to work on a community census

   ____ volunteer to work in a community clinic

4. If you had a choice, which would you choose to study?

   a. people (man and his relationships)
   b. technology
   c. numbers

   Write a short statement about your answer:

Name _____ Date _____

5. Mark the method by which you learn best from the list below:

   ____ case studies

   ____ simulations and games

   ____ conflict studies

   ____ inquiry-centered methods

6. If you were the winner of a book on any of the subjects listed below, which would you choose?

   ____ world powers

   ____ machines and how they work

   ____ revolutionaries

   ____ Black studies

   ____ photography

   ____ other civilizations

   ____ civil rights

   ____ the earth

   ____ people—yesterday and today

   ____ romance

   ____ archaeology

   ____ poetry

   Other _____

7. What is your opinion of social organizations in the school?

   ____ too social, I'd rather be independent

   ____ would like to study them more

   ____ would recommend membership to anyone

   ____ the backbone of community involvement and activities

   ____ fine for others, but I like to wait and see what happens

8. List all organizations of which you are a member.

9. Answer the following in regard to your views on customs of other peoples

____ hold personal respect

____ enjoy participating in other customs

____ everyone should put away the past; be alike, unite, etc.

____ have never thought about customs of other people one way or another

____ would be interested in learning more about other people's customs

10. An interesting unit to study in social studies would be (choose one):

____ people and the places they live

____ people at work in the community

____ government in the community

____ changes in the community

Other: _____

Developed by Ms. Carol Moling, Memphis State University, 1978.

STUDY GUIDE: ENGLISH

Assignment: "Dr. Heidegger's Experiment," pages 113-118, American Literature. Carlsen, Schuster, Tovatt. McGraw Hill, 1979.

Length of Assignment: Two in class days or one day plus homework

Guidelines for Reading

We have all heard the story of the fountain of youth. Before you read this story, think about the opportunity that would exist for a person who could drink of the water and return to being young. Would it be good to have the opportunity to relive one's life? Would people benefit from the experience?

As you read, consider the theory Dr. Heidegger hopes to test and what he learns as a result of his experience. Read the first and third paragraph with special care. The first contains material important for the plot, the third tells a good deal about Dr. Heidegger and also creates the atmosphere.

Vocabulary

Before you begin the story, look up the following words that are used in the story in the glossary of your book or dictionary. Write the sentence in the story in which the word is used and substitute the meaning of the word for the word itself.

Example: eccentricity (page 114, column 1, paragraph 4, line 2)

Dr. Heidegger was a strange old gentleman whose eccentricity (strangeness) had become the nucleus for a thousand fantastic stories.)

1. venerable, page 115, column 2, paragraph 3, line 1
2. transient, page 118, column 2, paragraph 1, line 2
3. rejuvenescent, page 115, column 2, paragraph 1, line 7
4. delusion, page 116, column 1, paragraph 4, line 8
5. visage, page 116, column 1, paragraph 6, line 4
6. effervescent, page 115, column 1, paragraph 8, line 4

Developed by Ann Dorrah, Southeast High School

STUDY GUIDE: ENGLISH

Answer the following questions and come to class prepared to discuss them.

1. What is Dr. Heidegger like?
2. What do you think Dr. Heidegger intends to learn through this experiment?
3. What advice does Dr. Heidegger give the four old people before giving them the liquid to drink? Why do you think he feels it necessary to give them this advice?
4. On the following chart fill in the missing details to show the character's behavior before the experiment (when they were young) and their behavior during the experiment.

Character	Behavior Before Experiment (When Young)	Behavior During Experiment
Mr. Medbourne	Had lost all by "frantic speculation" in his youth	Came up with a plan to supply the East Indies with ice by harnessing polar iceburgs
Colonel Killigrece		Was singing a "bottle" song and eyeing Widow Wycherly's figure
Mr. Gascoiqne	A ruined politican - man of evil fame	
Widow Wycherly		

5. What do you think the actions of the characters reveal about their ability to profit from the opportunity to be young again?
6. What comment does Hawthorne seem to be making about human nature through the action of the story?
7. What lesson has Dr. Heidegger taught himself through this experiment? Have the old people learned the same lesson?
8. Discuss the statement on page 119 in light of your own experience and in terms of the story.

   "One's personality is so fixed by the time he reaches his mid-teens that nothing short of a miracle is likely to change it."

STUDY GUIDE: WORK EXPERIENCE

Assignment: "Taxpayer Responsibilities," pages 240-252, Succeeding in the World of Work. Kimbrell and Vineyard. McKnight, 1981.

Length of Assignment: Weekly Seminar

Page 240 — Read the "Do You Know" questions at the beginning of this chapter to understand the purpose for your reading.

Pages 240-241 — Answer the first two questions in your notebook reworded like this:

Why are taxes necessary?

Who is required to pay taxes?

Pages 242-243 — As you read this page, briefly outline the information about types of taxes (direct, indirect, progressive, and regressive). Be sure to define and give an example of each type.

Pages 243-244 — List, define, and give examples of the various type of Federal taxes.

Pages 245-249 — Skim this example and the samples of forms involved, to be prepared for our next seminar when we will do tax problems on new 1985 1040EZ and A forms in class.

Pages 250-252 — List, define, and give examples of State and Local taxes.

Page 252 — After reading Adam Smith's tax system guidelines, answer this question in your notebook:

Does the U.S. Federal Income Tax system comply with Adam Smith's four principles?

Page 252 — Now write your answer to the question stated on the last line of the chapter.

Developed by LaDonna Steffes, East High School

ELEMENTS TO THE ART OF QUESTIONING

DECIDE WHAT QUESTIONS TO ASK:

1. Know the ability of the students. Adjust vocabulary, if necessary, but avoid talking down to students. Do not assume that honor students function at the college level.

2. Formulate a few provocative questions around which a discussion may revolve. Plan these pivotal questions in advance and write them into the lesson plan.

3. Strike a balance between fact questions and thought-provoking questions. Some fact questions may be necessary to aid recall, establish background; but too many may become boring. Thought-provoking questions for which students are unprepared may be frustrating and cause discussion to flounder.

4. Consider the scope of the questions. A board question may be more suited to the closing of a discussion than to its beginning.

SOME MECHANICS OF QUESTIONING:

1. Be clear and concise. Questions must be spoken so that they may be heard. The terms should be understandable and unambiquous. Many times, a context must be established in order to avoid ambiguity; it should be done as concisely as possible. Long, involved introductions easily become confusing.

2. Ask one question at a time.

3. Address questions to the entire class. Pause. Give the students time to assimilate the question and formulate answers.

4. Call on a student to respond after the question has been posed. Call on volunteers at first. When the discussion has developed, call on non-volunteers. Avoid causing feelings of harassment, but do expect a response. If the response is inadequate, call on another student; then, later on, direct another question to the person who was unable to respond.

5. Do not repeat questions. Call on a student to repeat or rephrase.

6. Show approval without imposing judgment. Phrases like, "It would be reasonable to think so", and "That was well expressed" permit the teacher to be approving without dominating.

7. Ask a variety of questions to stimulate thinking as well as questions to elicit facts. Ask questions which require students to:

A. Report Facts
who, what, where, when, define, describe, identify, list, name, recall, show, tell, write...

B. Demonstrate Understanding
show why, consider how, what is the cause/effect, compare, contrast, demonstrate, differentiate, distinguish, estimate, explain, extend, illustrate, infer, interpret, predict, relate, rephrase, tell in your own words, explain the meaning of, give an example...

C. Solve Problems
apply, demonstrate, develop, plan, solve...

D. Analyze (see the parts)
analyze, categorize, classify, compare, contrast, discriminate, distinguish, recognize...

E. Synthesize (see the whole), generalize, hypothesize
create, develop, formulate, make up, propose, suggest, suppose, assume, infer...

F. Evaluate
choose, decide, select, evaluate, judge, suppose, what do you consider, what would you do...

8. Use vivid, challenging language. "Why was Korea called a dagger pointing at the heart of Japan?" has an advantage over "Why did Japan fear Russian expansion in Korea (in the 1900's)?"

SOME COMMON PITFALLS IN QUESTIONING:

1. Multiple Questions. Pose a single question. Wait. Add nothing unless it becomes obvious that the question must be rephrased or put in simpler terms.

2. Yes-No and One Word Answers. Questions that produce a chorus, promote guessing and fail to sustain a discussion, generally should be avoided. Instead, provide the facts and ask for explanation.

3. Whiplash Questions and Fill-Ins. Declarative statements that end with a question mark are startling and confusing. "The combination of hydrochloric acid and sodium hydroxide results in what?" would be improved if reworded, "What would be the result of combining HCI and NaOH?"

4. Leading Questions. Such questions reveal the teacher's bias. The teacher dominates thinking and discussion is frequently shut off. "Don't you really think...?" could be amended, "Do you think...?" "Why was the Vietnam war necessary?" could be rephrased, "Was the Vietnam war necessary?"

5. Vague, Ambiguous Questions. To ask "What happened in 1600?" promotes guessing. The question is too broad. "What is the difference between books and bicycles?" is too vague. Specify a catagory, a kind of relationship, a situation calling for explanation.

6. Verbose Questions. Questions which become long, highly qualified, and have involved syntax, are confusing. Edit.

7. Tugging Questions. "Think. What else?" and similar exhortations tug at a pupil's patience and do not stimulate thought.

8. Questions Answered by the Teacher. Such questions probably need to be rethought. Students should be enabled to participate.

HANDLING STUDENT RESPONSES:

1. Cross-Questioning. To ensure that a student (especially a very articulate one) understands the implications of an answer the question might be put, "Why did you say...?" or, "Why did you mention...?" Other viewpoints may be solicited from the class.

2. Avoid Repetition of Answers. If an answer is worthy of repetition, it might be rephrased instead by putting it in the form of another question to the class. "Do you agree or disagree that...?"

3. Ensure Accuracy. Correct inaccuracies immediately. In deciding how to deal with them, judge their importance. Minor inaccuracies may be corrected in passing so as not to disturb the flow of thought. However, errors which are likely to result in misunderstanding of a major concept may be subjected to a correction from the class, or to comparison with information from the text and other references. Further questioning may enable student to see the importance of the fact and serve to justify the time spent in correction.

4. Inadequate Answers. If a student is confused, the teacher may put a question another way by personalizing the situation, "Suppose you were...?" or may put the problem in reverse, "Suppose it had not happened that way...?"

5. Unexpected Responses. Unexpected but relevant answers often lead to interesting, worthwhile discussions. If a response is irrelevant, it may help to clarify the topic and re-direct the discussion if students are asked to explain why an issue is not relevant. Digressions are not advisable unless they are significant enough to substitute for the lesson what was planned.*

Permission has been received from Gail B. West, author of Teaching Reading in Content Areas to reproduce this article.

*From A Handbook for the Teaching of Social Studies.

The SQ3R Technique

Many students need help reading and using their textbooks effectively. Teachers can provide excellent instruction in this by training students in use of the SQ3R study formula. If time is taken at the beginning of the school year to go through these steps, then most students will be able to use them independently. However, the steps should be referred to constantly during the school year. The steps are:

I. Survey
II. Question
III. Read
IV. Recite
V. Review

I. Survey

A. Ask yourself these questions after you have looked at the chapter title:

1. What do I know about this?
2. What do I want to know about this?

Your answers will help you establish purposes for reading the lesson.

B. Look over the headings (boldface print) to see what main ideas are being discussed. Some people write down these topics as main headings of an outline, leaving space between these points to fill in details to be read later.

C. Look at any pictures, graphs, or tables. These aids are included by the author to emphasize important points.

D. Read the introductory paragraph and summary paragraph if included in the chapter.

E. Glance over any key words or questions that might be at the end of the chapter.

F. Ask yourself: "What do I know about this lesson at this point?

II. Question

Go back to the beginning of the chapter and turn the first heading into a question. For example, if the first heading was "Remedies for Breach of Contract," your question might be: "What are the remedies for breach of contract?"

This step will arouse your curiosity, help you bring to mind information already known, and aid you in seeing important points being made, thereby making it easier and quicker to understand what you read.

III. Read

Read to the end of the first section to answer the question you have just asked.

IV. Recite

A. Look away from the book, after reading the first section, and try briefly to recite, in your own words, the answer to your question. A good way to do this reciting from memory is to jot down brief phrases in outline form; or you can fill in the outline you might have started in the Survey step.

B. Glance over the section again if you cannot recite the correct information.

Repeat steps II, III, and IV on each succeeding section heading. Turn the next heading into a question, read to answer that question, and recite the answer by saying it out loud or by jotting down brief phrases in outline form.

V. Review

A. Look over your notes or main headings of the chapter after you have finished the lesson. Try to get a bird's-eye view of the points and their relationships. Check your memory of the content by reciting the major sub-points under each heading.

B. Review 24 hours after you have read the lesson. Just refresh your memory of main points and sub-points you might have forgotten, because people often forget much in the first 24 hours. After studying something, this review is very important.

C. Review a week later.

D. Review periodically.

From Shepherd, 1978.

OUTLINING SURVEY

From Our Common Heritage by Daniel Roselle. Copyright 1981 by Ginn and Company.

Chapter 4, Section 3, Pages 71-72

Directions: Read the subtopic "Confucius: A Great Teacher." Study the outline of the topic, then fill in the blanks. On Roman numerals I and II fill in supporting details; on Roman numeral III fill in the main idea.

I. The most important development of the Chou period was philosophy influenced by Confucius.

A. The name Confucius is short for K'ung-fu-tze which means Kung the master.

B. He was born in Lu kingdom in 551 B.C.

C. He was not an attractive child.

_____

_____

II. Confucius was a great teacher

A. _____

B. _____

C. _____

III. _____

A. After his death at age 72, his saying were collected.

B. This collection is called the Analects.

C. For 2000 years his sayings have effected life in China.

Developed by Roger Klingman, Hadley Junior High School

ANSWER KEY TO
OUTLINING SURVEY

From Our Common Heritage by Daniel Roselle. Copyright 1981 by Ginn and Company.

Chapter 4, Section 3, Pages 71-72

Directions: Read the subtopic "Confucius: A Great Teacher." Study the outline of the topic, then fill in the blanks. On Roman numerals I and II fill in supporting details; on Roman numeral III fill in the main idea.

I. The most important development of the Chou period was philosophy influenced by Confucius.

A. The name Confucius is short for K'ung-fu-tze which means Kung the master.

B. He was born in Lu kingdom in 551 B.C.

C. He was not an attractive child.

1. Fine physical appearance does not guarantee greatness

2. Lovely rice blossoms don't guarantee good grain

II. Confucius was a great teacher

A. He started his own school at 22

B. He attracted devoted followers

C. He traveled instructing rulers on good government

III. He left a heritage of wisdom

A. After his death at age 72, his saying were collected.

B. This collection is called the Analects.

C. For 2000 years his sayings have effected life in China.

OUTLINING SURVEY

From Our Common Heritage by Daniel Roselle. Copyright 1981 by Ginn and Company.

Chapter 4, Section 3, Page 73

Directions: Read the subtopic "Lao-Tse Searches for Peace," then fill in the blanks. On Roman numeral I, fill in the supporting details. On Roman numeral II, fill in the main idea.

I. Lao-Tse (604-531 B.C.) believed there were three principles that would help people live in peace.

A. _____

_____

B. _____

_____

C. _____

_____

II. _____

A. Tao means "way" or "road" of wise living.

B. To some Chinese it became a religion.

C. Some Chinese follow both Confucianism and Taoism.

ANSWER KEY TO
OUTLINING SURVEY

From Our Common Heritage by Daniel Roselle. Copyright 1981 by Ginn and Company.

Chapter 4, Section 3, Page 73

Directions: Read the subtopic "Lao-Tse Searches for Peace," then fill in the blanks. On Roman numeral I, fill in the supporting details. On Roman numeral II, fill in the main idea.

I. Lao-Tse (604-531 B.C.) believed there were three principles that would help people live in peace.

A. Instead of striving for success we should relax and let things go.

B. Don't worry, tell yourself nothing matters.

C. Without ambition or worry, one is at peace.

II. Taoism became a philosophy

A. Tao means "way" or "road" of wise living.

B. To some Chinese it became a religion.

C. Some Chinese follow both Confucianism and Taoism.

OUTLINING SURVEY
MAIN IDEA

From Nations of the World by Walter Lefferts and Israel Soifer.
Copyright 1982 by Macmillan Publishing Company.

Directions: Skim section 3, pages 173-175 for the main ideas. Then go back and read carefully. You will be looking for important people. I have done the first one for you (see Answer Sheet). The second one you will have to supply the name of the person.

(2. _____)

Continue reading the paragraph on Sophocles. You need to select the important details about him and list them on the answer sheet.

(a. _____)

(b. _____)

(c. _____)

Continue reading and complete the missing information on the outline. (Don't forget the pictures and lists.)

Developed by Ruth Brier, Brooks Junior High School

ANSWER SHEET FOR
OUTLINING SURVEY
MAIN IDEA

Name _____ Hour _____

I. Greece's Gifts to the World

A. Famous People

1. Homer

a. was blind

b. wrote Illiad and Odyssey

c. wrote epics (long poem about hero)

2. _____

a. was a female

b. poems of love and nature

c. only one complete work handed down

d. headed girls' school

3. Sophocles

a. _____

b. _____

c. _____

_____

4. Aesop

a. fable teller

1. short tale in which talking animals are the main characters

2. _____

ANSWER SHEET FOR
OUTLINING SURVEY
MAIN IDEA

5. Socrates

   a. great teacher

   b. taught to seek truth

      1. _____

      2. _____

   c. some people disliked Socrates

      1. _____

      2. _____

   d. his ideas passed on by his pupils

6. _____

   a. _____

   b. _____

   c. _____

   d. _____

      1. _____

      2. _____

B. Love of Freedom and Beauty

   1. _____

      a. public discussion of ideas

      b. jury trials

   2. _____

   3. art

      a. _____

      b. _____

ANSWER SHEET FOR
OUTLINING SURVEY
MAIN IDEA

4. _____

5. _____

ANSWER KEY FOR
OUTLINING SURVEY
MAIN IDEA

Name _____ Hour _____

I. Greece's Gifts to the World

A. Famous People

1. Homer

a. was blind

b. wrote Illiad and Odyssey

c. wrote epics (long poem about hero)

2. Sappho

a. was a female

b. poems of love and nature

c. only one complete work handed down

d. headed girls' school

3. Sophocles

a. greatest Greek playwright

b. serious subjects

c. first to show people, troubles often caused by his/her own mistakes

4. Aesop

a. fable teller

1. short tale in which talking animals are the main characters

2. teaches a lesson

ANSWER KEY FOR
OUTLINING SURVEY
MAIN IDEA

5. Socrates

   a. great teacher

   b. taught to seek truth

      1. goodness is based on knowledge

      2. wickedness is based on ignorance

   c. some people disliked Socrates

      1. thought encouraged youngsters to disobey laws

      2. was tried, convicted, and poisoned

   d. his ideas passed on by his pupils

6. Hippocrates

   a. world's most famous doctor

   b. doctors had been priests

   c. kept records of medication results

   d. students took Oath of Hippocrates

      1. promised to do all they could for the sick

      2. still used today

B. Love of Freedom and Beauty

   1. democracy

      a. public discussion of ideas

      b. jury trials

   2. epic poetry

   3. art

      a. sculpture

      b. temple architecture

ANSWER KEY FOR
OUTLINING SURVEY
MAIN IDEA

4. music

5. tragic and comedy plays

INITIATING SUSTAINED SILENT READING

by Robert A. McCracken

A SIMPLE OBJECTIVE of any school's reading program is to develop each student's ability to read silently without interruption for a relatively long period of time. Dr. Lyman C. Hunt, Jr. of the University of Vermont designated such a goal as early as 1960 and soon thereafter introduced Uninterrupted Sustained Silent Reading with the acronym USSR. The acronym was to command attention; we found it commanded too much attention so we dropped the U and SSR evolved. Initially, the sustaining power was thought to be a goal reached through months or years of practice. We discovered that the goal can be reached almost instantly if SSR is viewed as a complement of a teaching program. Since SSR takes school time, it supplant part of a student's reading program, but it is more effective when it becomes a part of each teacher's program. SSR is the drill of silent reading; it is the drill or practice necessary in learning to read, not a total reading program. SSR requires no special machines or materials other than a timer; it requires no special teacher training or expertise.

To initiate SSR the teacher follows six rules rigidly. Establishing the habit may take a few days, or three or four months if the class is peculiarly reluctant. We find that varying from these rules when starting may cause SSR to founder and fail.

1. Each student must read silently. The implication of this rule is that the teacher believes that each student can read silently so that no student dares pretend he cannot. The teacher may state an or else, to convince the reluctant readers that reading is the lesser of two evils and to convince all students that the teacher is very serious about the business of silent reading.

2. The teacher read, and permits no interruption of his reading. He reads adult fare in which he can become engrossed. The teacher must set an example. Many students have never known an adult to read a book.

3. Each student selects a single book (or magazine or newspaper). No book changing is permitted. There must be a wide range of materials available. No student, able or remedial, should be chided for reading an easy book. The teacher has books or magazines available for the student who says he has forgotten. For the student who is reluctant to choose, the teacher may select the book, require what is to be read, and give the student questions to answer for homework. The next day he will have chosen his own book.

4. A timer is used. An alarm clock or cooking timer is placed so that no one knows how much time has elapsed. A wall clock will not work; the reluctant readers become clock watchers. Nor can the teacher act as the timer; students will interrupt to ask if time is up. Start with five to ten minutes. When the timer rings, the teacher says, "Good. You sustained your reading today for ten minutes (or whatever).

Continue reading silently if you wish." Most of the class will choose to continue and they will maintain their attention for twenty to fifty minutes more. The teacher notes their sustaining power and sets the timer forward the next day so that it almost reaches the sustained reading time of the first student who quit.

5. There are absolutely no reports or records of any kind. Students do not even keep a list of books they read. Book discussions, writing, and record keeping flow naturally as sustained silent reading becomes a habit, but nothing is required initially or the reluctant readers do not participate.

6. Begin with whole classes or larger groups of students heterogeneously grouped. Groups of ten or fewer sometimes can't get started because the students feel free to comment or to ask for help. Large groups, ninety to one hundred students, in an open area, with two or more teachers participating, have begun with no difficulty.

Who initiates and maintains the sustained silent reading time? We have worked with individual teachers and school staffs in developing SSR. There is no single answer other than a commitment by a teacher or staff to the concept that practice and example are both necessary parts of any teaching program. Frequently, an English teacher, the core teacher in a junior high, or the reading teacher initiates SSR in his own program without enlisting any other teachers. The success of SSR by one teacher frequently recruits other teachers.

A single teacher, sometimes a paraprofessional, is assigned to a reading room and classes of students go to the SSR room daily, biweekly or weekly. The reading rooms sponsored by Dr. Floyd Davis in the Seattle, Washington Schools are an example of this, although we claim no credit for inspiring them.

If a secondary school staff agrees to initiate SSR, each student may have SSR on Monday in math class, on Tuesday in social studies, on Wednesday in English, on Thursday in foreign language, and on Friday in science. This arrangement can result in a teacher having to read for five consecutive periods. A better arrangement is for SSR to be first period on Monday, second on Tuesday, etc. One variation which has proved to be successful has been for each teacher to require the reading to be from material related to his subject. One industrial arts teacher reported success with motor magazines, manuals, Popular Mechanics, and the like. Many social studies teachers report success with historical novels, biographies, contemporary affairs, non-fiction and news magazines. Science fiction is popular within the science class along with biographies of discovery. Of course, this requirement of curriculum-relatedness creates a special problem of securing materials, but this is not an unreasonable expectation for a professional in his own field.

Our experience suggests that most classes (90 percent or more) will sustain silent reading for twenty-five minutes or more within one week's time if there are daily sessions. Classes usually need a month of reading under

the six rules before the teacher can instigate variations from the six rules. Classes grouped homogeneously as poor readers may require three or four months. The failure of the teacher to set an example by reading silently invites students to quit reading, no matter how well the SSR habit seems to be established. A reading teacher who has five or six classes a day may read with each class only once a week; however, the classes know that the teacher is reading every day.

Many teachers have asked how we know that students are reading if they select their own materials and we require no reaction. We have many evidences. The simplest is a logical inference. You observe thirty-five students, age 14 to 15, sitting with open books or magazines, each turning pages regularly. They manifest this behavior for thirty minutes without a word being spoken in the room, with only two students stretching and looking around the room for five to ten seconds. They do this for five consecutive days. These students have to be responding to the content in meaningful ways. Threat alone cannot maintain such behavior, nor will students fake reading in order to avoid working.

Secondly, students want to talk about the books they read, and unless the teacher prevents it, will do so spontaneously. Then it becomes obvious that they have read. Most students want credit for what they do and when given the opportunity to respond they do so. They have even written traditional book reports voluntarily when no other ways of responding were available.

Thirdly, students request that SSR be extended when time is called after thirty minutes. We find rarely a single objector to continuing. They inquire each day as the period begins, "Are we going to have SSR today?"

By the second week, the teacher is ready to encourage responses. He may begin by setting examples following SSR. Thus he comments about his book, and students respond in kind. The teacher may:

1. summarize in one sentence the main idea of a book;

2. read a paragraph from his book and relate it to current happenings, national political events, or something in school;

3. use the dictionary to check a word, comment about its unusual usage, or remark that it is a word he cannot recall ever seeing before;

4. have the pupils question him about his book and develop models of questioning so that students learn how to go beyond simple recall;

5. describe how some episodes in the book have suggested ideas or given him possible insight into how to teach or work with students;

6. begin to keep a journal of interesting words, ideas, epithets, etc.;

7. list the books he reads or the pages read daily.

We have seen all of these evoke like student responses, which convince us that the students are reading meaningfully.

We have asked thousands of students after six or more months of SSR if they like it and why. They respond unanimously that they like it. They give a great number of reasons why. Four reasons predominate. First, students say they like SSR because it is quiet, with many indicating it is the only quiet time in their entire day. All kinds of students have responded that they learned to like to read. We are not surprised at this response from the reluctant reader, but it seems significant that many able readers say this. Poor readers respond that since no one watches that they can make mistakes without worrying. Able readers say that they are relieved because they don't have to prove that they are bright every time they read something. All respond that they like SSR because they can read what they want to read.

Each student should learn to read silently and to sustain the act of reading in books for reasonably long periods of time. Each student can learn this from adult example and through teaching complemented by practice. Each student in kindergarten through high school should be required to read silently, without interruption, for thirty minutes a day. He must have sufficient practice to benefit from his teaching, and he must drill himself until he becomes proficient.

In our press for achievement, the importance of practice in reading silently has been overlooked. Our students are overtaught and under-practiced. We behave as if we expect students to read freely at home for practice. We behave as if there is so much to teach that school time cannot be wasted on drill, at least not on silent reading drill. If something is read, we must check comprehension, see that it is read properly, and give credit. Sometimes we even equate the filling in of blanks with reading.

We have reports from hundreds of classrooms with all sorts of pupil populations. We have testimonials from English teachers, machine shop teachers, teachers of the mentally retarded of all ages, teachers of young adults in federal penitentiaries, secondary school reading specialists, and teachers of academic subjects. They report unanimously that SSR works and that it worked almost instantaneously once it was initiated.

AIDS FOR THE STUDENT

KEY ELEMENTS OF COMPREHENSION SKILLS

Topic:

The topic is the subject of the paragraph. It is usually stated in one or two words.

To find the topic you should:

a. Read the selection.
b. Look for a word or phrase that appears more often than any other.
c. Decide if this word tells what the paragraph is about. If it does, you have found the topic.

Main Idea:

The main idea is a sentence that tells what the paragraph is about. To find the main idea, you should:

a. Read the paragraph or selection.
b. Identify the topic and use it in a sentence.
c. This sentence should tell about all the other sentences.

Supportive Details:

To find supporting details you should:

a. Read the selection.
b. Identify details that tell additional information about the main idea or topic sentence.

Sequence:

Sequence means the order in which things happen. To find the sequence of events you should:

a. Read the <u>whole</u> paragraph or selection.
b. Look for words or phrases that tell the things (events) that happen in the story.
c. Look for clue words, such as now, then, finally, soon, at last, which tell sequence.
d. Recall in your mind the order of sequence or events.

Inferential Comprehension:

When you make an inference, you look at the details to see what extra information they give you that is not written.

a. Read the selection aloud.
b. Find the written details about the subject.
c. Then ask "From the written details, what ideas are given that are not directly stated."
d. We say that you have made an inference when the details don't tell us everything, but they make you think of other unwritten ideas.

KEY ELEMENTS OF COMPREHENSION SKILLS
(continued)

Character Traits: Character traits tell how a character acts, thinks or feels. It is something that comes from within. You cannot see it.

To find the character traits you should:

a. Read the paragraph.
b. Identify the character.
c. Identify words or phrases that tell how the character acts, thinks or feels.

Cause and Effects:

The cause is whatever makes something happen. The effect is what happens.

To find cause and effect you should:

a. Read the selection.
b. Identify what happens. (effect)
c. Tell why it happened. (cause)

Predict Outcomes: Predicting outcomes means stating what will happen next.

To predict the outcome you should:

a. Read the selection.
b. Decide what has already happened.
c. Then decide what could possibly happen next.

Fact and Opinion: A fact is anything you can prove to be true or false. An opinion is an idea that someone believes to be true, but cannot be proven.

To find the facts and opinions:

a. Read the selection.
b. Look for statements that can be proven to be true or false.
   If it can be proven, it is a fact.
   If it cannot be proven, it is an opinion.

TAKING TESTS

(from Fry and others, 1984)

Three things are certain in this world: death, taxes, and taking tests. This section will help you prepare students for taking tests. First are some directions--not the kind of directions the test makers tell the testees but the kind of directions you should teach your students long before and just before taking any test.

We also present a good list of the kinds of words used on tests. If students pay very careful attention to these words, their chances of making an error will be greatly diminished. This is a group of words no student can survive well without. They are key words and terms needed in taking an examination or in following directions in a workbook, worksheet, or other teaching materials.

If you underline when you are supposed to circle, or compare when you are supposed to contrast, your grade could be lowered considerably.

All students need to have these words pointed out to them. They begin using them in first grade with worksheets, and continue using them for college entrance examinations.

They perhaps are taught most effectively in context. Every time you give students a test or a written exercise, point out these test words. Special lessons on these words can also be effective. They are an important part of "testwiseness" or "studentship."

WORDS USED ON STANDARDIZED TESTS AND WORKBOOK EXERCISES
(for younger students)

answer sheet	definition	name	reason
best	directions	next	rhyming
blank	does not belong	none of these	right
booklet	end	not true	row
check your work	error	opposite	same as
choose	example	pairs	sample
circle	finish	paragraph	section
column	following	passage	second
compare	go on to next page	print	stop
complete	item	probably	true
contrast	mark	put an X	underline
correct	match	question	wait for directions
cross out	missing	read	

IMPORTANT MODIFIER THAT CAN AFFECT TEST SCORES

all	best	few	less	most	often	sometimes
always	every	good	many	never	seldom	usually
bad	equal	invariably	more	non	some	worst

(Also see the Signal Words in section VI.)

KEY WORDS AND PHRASES FOR USE IN ESSAY EXAMS
(for older students)

analyze	define	formulate	predict	solve
apply	demonstrate	generate	propose	specify
argue	describe	generalize	prove	state
assess	develop	give an example of	provide	suggest
categorize	diagram	identify	rank	summarize
cause	differentiate	illustrate	react	support
cite evidence	discuss	interpret	reason	survey
classify	distinguish	justify	recall	tell
compare	draw conclusions	list	recommend	trace
construct	effect	mention	relate	utilize
contrast	enumerate	organize	relationship	why
convince	estimate	outline	select	
create	evaluate	paraphrase	show how	
criticize	explain	point out	significance	

STRATEGIES USED IN TAKING TESTS

General

If you have a choice of seats, try to sit in a place where you will be least disturbed (e.g., not by a door).

When you first receive the test, glance over it, noting the types of questions and the number of points to be awarded for them.

Budget your time, making sure you allow sufficient time for the questions that are worth the most points.

Read directions carefully. Underline important direction words, such as choose one, briefly, and so on.

Start with the questions that are easiest.

Be alert for information in some questions that may provide help with other more difficult questions. If you find such information, be sure to note it before you forget.

Objective Tests

Before you start, find out if there is a penalty for guessing and if you can choose more than one answer.

Read the questions and all possible answers carefully.

Be especially careful about questions with the choices all of the above and none of the above.

Underline key words and qualifiers such as never, always, and so on.

Answer all of the questions you know first.

Make a mark next to those you can't answer so you can go back to them later.

After you complete the questions you know, go back and reread the ones you didn't answer the first time.

If you still can't answer a question the second time through, here are some strategies to try:

1. For a multiple choice item, read the question; then stop and try to think of an answer. Look to see if one of the choices is similar to your answer.

2. Start by eliminating those answers that you know are not correct and then choose among the remaining alternatives.

3. Read through all of the answers very carefully, and then go back to the question. Sometimes you can pick up clues just by thinking about the different answers you have been given to choose from.

4. Try paraphrasing the question and then recalling some examples.

5. For a multiple choice item, try reading the question separately with each alternative answer.

If there is no penalty for guessing, make sure you answer all questions, even if you have to guess blindly.

If there is a penalty for guessing, you usually should guess if you can eliminate one of the choices.

If you have time, check over the exam. Change an answer only if you can think of a good reason to do so. Generally you're better off if you stick with your first choice.

Essay Tests

Read through all of the questions carefully.

Mark the important direction words that tell you what you're to do: compare, trace, list, and so on.

Number the parts of the question so you don't forget to answer all of them.

Take time to try to understand what the question is asking. Don't jump to conclusions on the basis of a familiar word or two.

As you read through the questions, briefly jot down ideas that come into your mind.

Briefly outline your answers before you begin to write. Refer back to the question to be sure your answer is focused on the question.

As you write, be careful to stick to your outline.

If possible, allow generous margins so you can add information later if you need to.

Don't spend so much time on one question that you don't have time for other questions.

If you have time, proofread what you have written. This is a good time to double-check to make sure you have answered all of the parts of the question.

If you run short of time, quickly outline answers to the questions that remain. List the information without worrying about complete sentences.

Quantitative Tests

Read the questions carefully to make sure you understand what is being asked.

Do the questions you are sure of first.

Budget your time to allow for questions worth the most points.

Don't just write answers. Make sure to show your work.

As you work out answers try to do it neatly and to write down each step. This helps you avoid careless mistakes and makes it possible for the tester to follow your work. It may make the difference between partial credit and no credit for a wrong answer.

Check your answer when you finish to make sure it makes sense. If it doesn't seem logical, check again.

If you are missing information needed to calculate an answer, check to see if it was given in a previous problem or if you can compute it in some way.

Check to see if you have used all of the information provided. You may not always need to, but you should double-check to be sure.

If you have time, go back and check your calculations.

INSTANT WORDS

These are the 1,000 most commonly used words in the English language. The first 100 (including their variations) make up about 50 percent of all written material, and the whole 1,000 make up about 90 percent of all written material. Obviously, children should be taught to recognize them instantly.

This list is taken directly from 3000 Instant Words, by Elizabeth Sakiey and Edward Fry (1979, Dreier Educational Systems, Highland Park, NJ. Now available from Jamestown Publications, Providence, RI.) The words are ranked in order of frequency of occurrence.

1.	the	38.	your	75.	see	112.	me
2.	of	39.	can	76.	number	113.	back
3.	and	40.	said	77.	no	114.	give
4.	a	41.	there	78.	way	115.	most
5.	to	42.	use	79.	could	116.	very
6.	in	43.	an	80.	people	117.	after
7.	is	44.	each	81.	my	118.	things
8.	you	45.	which	82.	than	119.	our
9.	that	46.	she	83.	first	120.	just
10.	it	47.	do	84.	water	121.	name
11.	he	48.	how	85.	been	122.	good
12.	was	49.	their	86.	called	123.	sentence
13.	for	50.	if	87.	who	124.	man
14.	on	51.	will	88.	oil	125.	think
15.	are	52.	up	89.	its	126.	say
16.	as	53.	other	90.	now	127.	great
17.	with	54.	about	91.	find	128.	where
18.	his	55.	out	92.	long	129.	help
19.	they	56.	many	93.	down	130.	through
20.	I	57.	then	94.	day	131.	much
21.	at	58.	them	95.	did	132.	before
22.	be	59.	these	96.	get	133.	line
23.	this	60.	so	97.	come	134.	right
24.	have	61.	some	98.	made	135.	too
25.	from	62.	her	99.	may	136.	means
26.	or	63.	would	100.	part	137.	old
27.	one	64.	make	101.	over	138.	any
28.	had	65.	like	102.	new	139.	same
29.	by	66.	him	103.	sound	140.	tell
30.	words	67.	into	104.	take	141.	boy
31.	but	68.	time	105.	only	142.	following
32.	not	69.	has	106.	little	143.	came
33.	what	70.	look	107.	work	144.	want
34.	all	71.	two	108.	know	145.	show
35.	were	72.	more	109.	place	146.	also
36.	we	73.	write	110.	years	147.	around
37.	when	74.	go	111.	live	148.	form

149.	three	201.	high	253.	children	305.	sun
150.	small	202.	every	254.	side	306.	questions
151.	set	203.	near	255.	feet	307.	fish
152.	put	204.	add	256.	car	308.	area
153.	end	205.	food	257.	miles	309.	mark
154.	does	206.	between	258.	night	310.	dog
155.	another	207.	own	259.	walked	311.	horse
156.	well	208.	below	260.	white	312.	birds
157.	large	209.	country	261.	sea	313.	problem
158.	must	210.	plants	262.	began	314.	complete
159.	big	211.	last	263.	grow	315.	room
160.	even	212.	school	264.	took	316.	knew
161.	such	213.	father	265.	river	317.	since
162.	because	214.	keep	266.	four	318.	ever
163.	turned	215.	trees	267.	carry	319.	piece
164.	here	216.	never	268.	state	320.	told
165.	why	217.	started	269.	once	321.	usually
166.	asked	218.	city	270.	book	322.	didn't
167.	went	219.	earth	271.	hear	323.	friends
168.	men	220.	eyes	272.	stop	324.	easy
169.	read	221.	light	273.	without	325.	heard
170.	need	222.	thought	274.	second	326.	order
171.	land	223.	head	275.	later	327.	red
172.	different	224.	under	276.	miss	328.	door
173.	home	225.	story	277.	idea	329.	sure
174.	us	226.	saw	278.	enough	330.	become
175.	move	227.	left	279.	eat	331.	top
176.	try	228.	don't	280.	face	332.	ship
177.	kind	229.	few	281.	watch	333.	across
178.	hand	230.	while	282.	far	334.	today
179.	picture	231.	along	283.	Indians	335.	during
180.	again	232.	might	284.	really	336.	short
181.	change	233.	close	285.	almost	337.	better
182.	off	234.	something	286.	let	338.	best
183.	play	235.	seemed	287.	above	339.	however
184.	spell	236.	next	288.	girl	340.	low
185.	air	237.	hard	289.	sometimes	341.	hours
186.	away	238.	open	290.	mountains	342.	black
187.	animals	239.	example	291.	cut	343.	products
188.	house	240.	beginning	292.	young	344.	happened
189.	point	241.	life	293.	talk	345.	whole
190.	page	242.	always	294.	soon	346.	measure
191.	letters	243.	those	295.	list	347.	remember
192.	mother	244.	both	296.	song	348.	early
193.	answer	245.	paper	297.	being	349.	waves
194.	found	246.	together	298.	leave	350.	reached
195.	study	247.	got	299.	family	351.	listen
196.	still	248.	group	300.	it's	352.	wind
197.	learn	249.	often	301.	body	353.	rock
198.	should	250.	run	302.	music	354.	space
199.	American	251.	important	303.	color	355.	covered
200.	world	252.	until	304.	stand	356.	fast

357.	several	409.	finally	461.	warm	513.	ready
358.	hold	410.	wait	462.	common	514.	anything
359.	himself	411.	correct	463.	bring	515.	divided
360.	toward	412.	oh	464.	explain	516.	general
361.	five	413.	quickly	465.	dry	517.	energy
362.	step	414.	person	466.	though	518.	subject
363.	morning	415.	became	467.	language	519.	Europe
364.	passed	416.	shown	468.	shape	520.	moon
365.	vowel	417.	minutes	469.	deep	521.	region
366.	true	418.	strong	470.	thousands	522.	return
367.	hundred	419.	verb	471.	yes	523.	believe
368.	against	420.	stars	472.	clear	524.	dance
369.	pattern	421.	front	473.	equation	525.	members
370.	numeral	422.	feel	474.	yet	526.	picked
371.	table	423.	fact	475.	government	527.	simple
372.	north	424.	inches	476.	filled	528.	cells
373.	slowly	425.	street	477.	heat	529.	paint
374.	money	426.	decided	478.	full	530.	mind
375.	map	427.	contain	479.	hot	531.	love
376.	farm	428.	course	480.	check	532.	cause
377.	pulled	429.	surface	481.	object	533.	rain
378.	draw	430.	produce	482.	am	534.	exercise
379.	voice	431.	building	483.	rule	535.	eggs
380.	seen	432.	ocean	484.	among	536.	train
381.	cold	433.	class	485.	noun	537.	blue
382.	cried	434.	note	486.	power	538.	wish
383.	plan	435.	nothing	487.	cannot	539.	drop
384.	notice	436.	rest	488.	able	540.	developed
385.	south	437.	carefully	489.	six	541.	window
386.	sing	438.	scientists	490.	size	542.	difference
387.	war	439.	inside	491.	dark	543.	distance
388.	ground	440.	wheels	492.	ball	544.	heart
389.	fall	441.	stay	493.	material	545.	sit
390.	king	442.	green	494.	special	546.	sum
391.	town	443.	known	495.	heavy	547.	summer
392.	I'll	444.	island	496.	fine	548.	wall
393.	unit	445.	week	497.	pair	549.	forest
394.	figure	446.	less	498.	circle	550.	probably
395.	certain	447.	machine	499.	include	551.	legs
396.	field	448.	base	500.	built	552.	sat
397.	travel	449.	ago	501.	can't	553.	main
398.	wood	450.	stood	502.	matter	554.	winter
399.	fire	451.	plane	503.	square	555.	wide
400.	upon	452.	system	504.	syllables	556.	written
401.	done	453.	behind	505.	perhaps	557.	length
402.	English	454.	ran	506.	bill	558.	reason
403.	road	455.	round	507.	felt	559.	kept
404.	half	456.	boat	508.	suddenly	560.	interest
405.	ten	457.	game	509.	test	561.	arms
406.	fly	458.	force	510.	direction	562.	brother
407.	gave	459.	brought	511.	center	563.	race
408.	box	460.	understand	512.	farmers	564.	present

565. beautiful
566. store
567. job
568. edge
569. past
570. sign
571. record
572. finished
573. discovered
574. wild
575. happy
576. beside
577. gone
578. sky
579. glass
580. million
581. west
582. lay
583. weather
584. root
585. instruments
586. meet
587. third
588. months
589. paragraph
590. raised
591. represent
592. soft
593. whether
594. clothes
595. flowers
596. shall
597. teacher
598. held
599. describe
600. drive
601. cross
602. speak
603. solve
604. appear
605. mental
606. son
607. either
608. ice
609. sleep
610. village
611. factors
612. result
613. jumped
614. snow
615. ride
616. care
617. floor
618. hill
619. pushed
620. baby
621. buy
622. century
623. outside
624. everything
625. tall
626. already
627. instead
628. phrase
629. soil
630. bed
631. copy
632. free
633. hope
634. spring
635. case
636. laughed
637. nation
638. quite
639. type
640. themselves
641. temperature
642. bright
643. lead
644. everyone
645. method
646. section
647. lake
648. consonant
649. within
650. dictionary
651. hair
652. age
653. amount
654. scale
655. pounds
656. although
657. per
658. broken
659. moment
660. tiny
661. possible
662. gold
663. milk
664. quiet
665. natural
666. lot
667. stone
668. act
669. build
670. middle
671. speed
672. count
673. cat
674. someone
675. sail
676. rolled
677. bear
678. wonder
679. smiled
680. angle
681. fraction
682. Africa
683. killed
684. melody
685. bottom
686. trip
687. hole
688. poor
689. let's
690. fight
691. surprise
692. French
693. died
694. beat
695. exactly
696. remain
697. dress
698. iron
699. couldn't
700. fingers
701. row
702. least
703. catch
704. climbed
705. wrote
706. shouted
707. continued
708. itself
709. else
710. plains
711. gas
712. England
713. burning
714. design
715. joined
716. foot
717. law
718. ears
719. grass
720. you're
721. grew
722. skin
723. valley
724. cents
725. key
726. president
727. brown
728. trouble
729. cool
730. cloud
731. lost
732. sent
733. symbols
734. wear
735. bad
736. save
737. experiment
738. engine
739. alone
740. drawing
741. east
742. pay
743. single
744. touch
745. information
746. express
747. mouth
748. yard
749. equal
750. decimal
751. yourself
752. control
753. practice
754. report
755. straight
756. rise
757. statement
758. stick
759. party
760. seeds
761. suppose
762. woman
763. coast
764. blank
765. period
766. wire
767. choose
768. clean

769. visit
770. bit
771. whose
772. received
773. garden
774. please
775. strange
776. caught
777. fell
778. team
779. God
780. captain
781. direct
782. ring
783. serve
784. child
785. desert
786. increase
787. history
788. cost
789. maybe
790. business
791. separate
792. break
793. uncle
794. hunting
795. flow
796. lady
797. students
798. human
799. art
800. feeling
801. supply
802. corner
803. electric
804. insects
805. crops
806. tone
807. hit
808. sand
809. doctor
810. provide
811. thus
812. won't
813. cook
814. bones
815. tail
816. board
817. modern
818. compound
819. mine
820. wasn't
821. fit
822. addition
823. belong
824. safe
825. soldiers
826. guess
827. silent
828. trade
829. rather
830. compare
831. crowd
832. poem
833. enjoy
834. elements
835. indicate
836. except
837. expect
838. flat
839. seven
840. interesting
841. sense
842. string
843. blow
844. famous
845. value
846. wings
847. movement
848. pole
849. exciting
850. branches
851. thick
852. blood
853. lie
854. spot
855. bell
856. fun
857. loud
858. consider
859. suggested
860. thin
861. position
862. entered
863. fruit
864. tied
865. rich
866. dollars
867. send
868. sight
869. chief
870. Japanese
871. steam
872. planets
873. rhythm
874. eight
875. science
876. major
877. observe
878. tube
879. necessary
880. weight
881. meat
882. lifted
883. process
884. army
885. hat
886. property
887. particular
888. swim
889. terms
890. current
891. park
892. sell
893. shoulder
894. industry
895. wash
896. block
897. spread
898. cattle
899. wife
900. sharp
901. company
902. radio
903. we'll
904. action
905. capital
906. factories
907. settled
908. yellow
909. isn't
910. southern
911. truck
912. fair
913. printed
914. wouldn't
915. ahead
916. chance
917. born
918. level
919. triangle
920. molecules
921. France
922. repeated
923. column
924. western
925. church
926. sister
927. oxygen
928. plural
929. various
930. agreed
931. opposite
932. wrong
933. chart
934. prepared
935. pretty
936. solution
937. fresh
938. shop
939. suffix
940. especially
941. shoes
942. actually
943. nose
944. afraid
945. dead
946. sugar
947. adjective
948. fig
949. office
950. huge
951. gun
952. similar
953. death
954. score
955. forward
956. stretched
957. experience
958. rose
959. allow
960. fear
961. workers
962. Washington
963. Greek
964. women
965. bought
966. led
976. march
968. northern
969. create
970. British
971. difficult
972. match
973. win
974. doesn't
975. steel
976. total
977. deal
978. determine
979. evening
980. nor

981. rope
982. cotton
983. apple
984. details
985. entire
986. corn
987. substances
988. smell
989. tools
990. conditions
991. cows
992. track
993. arrived
994. located
995. sir
996. seat
997. division
998. effect
999. underline
1000. view

*From The Reading Teacher's Book of Lists.

SPELLING DEMONS--195 WORDS FREQUENTLY MISSPELLED
BY SECONDARY STUDENTS

absence
acceptable
accommodate
accustom
ache
achievement
acquire
across
adolescent
advantageous
advertisement
advice
against
aisle
amateur
analyze
annually
anticipated
apparent
appreciate
arctic
arguing
argument
arrangement
athlete

bargain
belief
beneficial
benefited
breathe
Britain
bury
business

calendar
category
cemetery
certainly
cite
comparative
concede
conceive
condemn
conscience
conscientious
conscious
controversial
controversy

council
criticize

definitely
definition
descendant
describe
description
desert
dilemma
diligence
dinning
disastrous
discipline
disease
dissatisfied

endeavor
effect
embarrass
emigrate
environment
especially
exaggerate
exceed
except
exercise
exhausted
existence
experience
explanation

fascinate
formerly

gaiety
gauge
grammar
guarantee
guidance

height
heroes
hypocrite

incredible
interest
interrupt
irrelevant

its

jealousy

led
leisurely
license
lieutenant
listener
lose
luxury

magnificent
maneuver
marriage
mathematics
medicine
mere
miniature
miscellaneous
mischief
moral
muscle
mysterious

necessary
niece
noticeable
numerous

occasion
occurred
occurrence
occurring
opinion
opportunity

paid
parallel
paralyzed
particular
performance
personal
personnel
pleasant
politician
portrayed
possession
possible
practical
preferred
prejudice
prepare
prescription
prestige
prevalent
principal
principle
privilege
probably
procedure
proceed
profession
professor
prominent
pursue

quiet

receipt
receive
recommend
referring
renowned
repetition
restaurant
rhythm

saucer
seize
sense
separate
sergeant
shinning
similar
sincerely
sophomore
stationary
studying
substantial
subtle
succeed
succession
supersede
surprise
susceptible

technique

thorough
tragedy
transferred
tremendous

unnecessary

vacuum
valuable
vegetable
vengeance
villain
visible

waive
woman
wrench
write
writing

yacht

*from The Reading Teacher's Books of Lists.

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APPENDIX

(Available through Reading Services Center, 268-7871)

Test 12 SAN DIEGO QUICK ASSESSMENT FORM II

Name _____ Grade ____ Chronological Age _____ yr. mo.

Date of Test _____ Examiner _____

Observations: _____

SDQA Grade Level _____

Raw Score _____

RR[1]

H	L
A	A
N	M
D	D
S	L
W	M
F	F
D	B
K	K
Y	Y

RR[2]

D
K
N
B
J
L
W
Y
A
F

RR[3]

A	L	D	(dandy)
K	L	M	(kite)
W	N	G	(needle)
B	D	M	(battle)
C	L	J	(jam)
F	L	N	(lamp)
A	W	E	(window)
H	O	Y	(yard)
A	H	B	(ape)
F	E	Q	(farm)

1 PP

red _____
jump _____
be _____
it _____
ran _____
come _____
to _____
I _____
ride _____
book _____

2 Primer

he _____
wants _____
no _____
the _____
find _____
home _____
will _____
too _____
was _____
them _____

3

load _____
give _____
banks _____
ten _____
from _____
now _____
almost _____
winter _____
Monday _____
white _____

4

your _____
track _____
herself _____
dance _____
ear _____
back _____
dark _____
received _____
quite _____
bravely _____

5

cent _____
riddles _____
movement _____
light _____
reclaim _____
grade _____
alone _____
few _____
already _____
eight _____

6

reside _____
curves _____
famous _____
violent _____
wrong _____
important _____
surely _____
centered _____
returned _____
science _____

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APPENDIX B

READABILITY

FRY GRAPH

Fry's graph for estimating readability is recommended for use by classroom teachers because of its brevity, simplicity, and comparable accuracy. This graph can be used to determine the reading level of textbooks, library books, and other supplementary reading materials. Apply the accompanying formula and plot the two variables, the number of sentences and the number of syllables on the graph. The point at which they intersect is indicative of the reading level.

HOW TO USE THE FRY GRAPH TO ESTIMATE READABILITY OF TEXTS

1. Select three 100-word passages from near the beginning, middle, and end of the book. Skip all proper nouns.

2. Count the total number of sentences in each hundred word passage (estimating to the nearest tenth of a sentence). Average these three numbers (add together and divide by 3).

3. Count the total number of syllables in each hundred word sample. There is a syllable for each vowel sound: for example: cat (1), blackbird (2), continental (4). Do not be fooled by word size, for example: ready (2), stopped (1), and bottle (2). Some teachers find it convenient to count every syllable over one in each word and add 100. Average the total number of syllables for the three samples.

4. Plot on the graph the average number of sentences per 100 words and the average number of syllables per 100 words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade-level areas.

Example	Sentences per 100 words	Syllables per 100 words
100- word sample p.5	9.1	122
100-word sample p.89	8.5	140
100-word sample p.150	7.0	129
Divide total by 3	3)24.6	3)391
Average	8.2	130

Plotting these averages on the graph we find they fall in the fifth-grade difficulty level.

To evaluate selections of less than 100 words (test questions, math problems, directions for an activity, brief articles, etc.)

1. Count the number of words and round down to the nearest ten. If there are fifty-five words, use only the first fifty to make a count of the number of syllables and sentences.

2. Count the number of syllables and sentences in the selected words.

3. Multiply the number of sentences and syllables by that figure which will bring the word count to 100.

If the number of selected words is:	Multiply the number of syllables and sentences by:
30	3.3
40	2.5
60	1.67
70	1.43
80	1.25
90	1.1

4. Plot the adjusted number of syllables and sentences on Fry's graph.

READABILITY: ANALYSIS OF A TEXTBOOK

Textbook _____ Page Nos._____

Publisher _____ Date of Publication _____

A. Total Number of Sentences

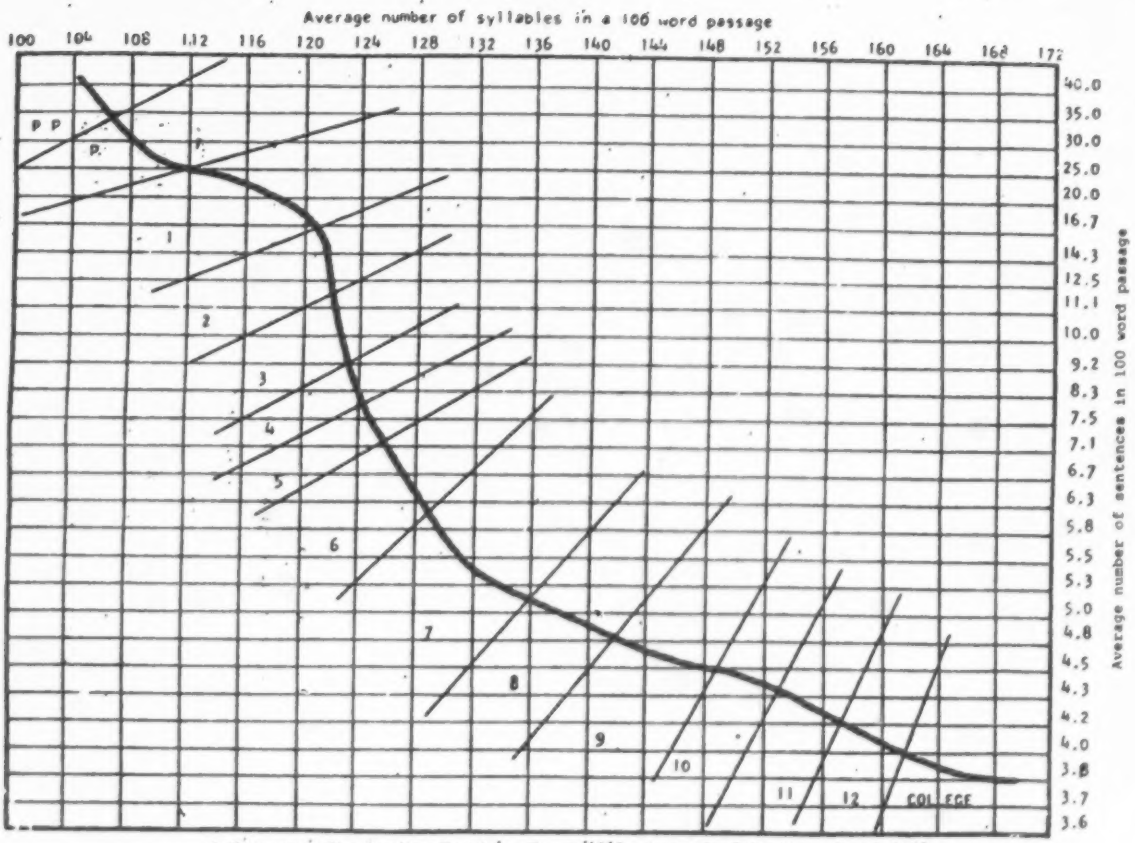
_____	_____	_____	_____
1	2	3	Average

B. Total Number of Syllables

_____	_____	_____	_____
1	2	3	Average

C. Readability Level _____

FRY'S READABILITY GRAPH PP-COLLEGE



References: The Reading Teacher, March 1969, Journal of Reading, April 1968

APPENDIX C

CLOZE PROCEDURE

The cloze readability procedure is the use of a selected text passage in which 20% of the words are omitted and the reader supplies the missing words according to his comprehension of the passage. The results will provide a measure of the suitability of instructional materials.

The cloze readability procedure follows these steps:

1. A random passage of 250-300 words is selected from the text to be evaluated.
2. Leave the first and last sentence intact.
3. Delete every fifth word within the remainder of the passage, with no exceptions, even if the word is a number or part of a proper noun.
4. Make exactly 50 deletions and replace with line of standard length so that word choice won't be influenced by the length of the lines.
5. Give the passage to students with an accompanying answer sheet.
6. Instruct them in the following manner:
   a. Read the entire passage before attempting to fill in any blanks.
   b. Write only one word in a blank.
   c. Use the context. You have more than 80% of the material. Try to guess what word the author used.
   d. Try to fill in every blank.
   e. There is no need to hurry. This is not a timed test.

7. In interpreting you may either change the raw score to a percentage rank (number right divided by total number of deleted words) or use the raw score itself as an indication of the student's match with the book.

   Frustration Level= Raw score 21 or below/44% or below

   Instructional Level= Raw score of 22-28/44%-56%

   Independent Level= Raw score of 29 or more/57% or higher

The results reliably predict whether the reading material is comprehended by the individual or group tested. In group testing, if a majority of scores fall in the 44% and higher range, the evaluated text can be considered appropriate for that group. If the mean score falls below 44%, the suitability of the reading material is doubtful. The chosen text should enable the largest number of students to perform satisfactorily, and it should have a uniform level of difficulty throughout.

CLOZE PLACEMENT INVENTORY TABLE

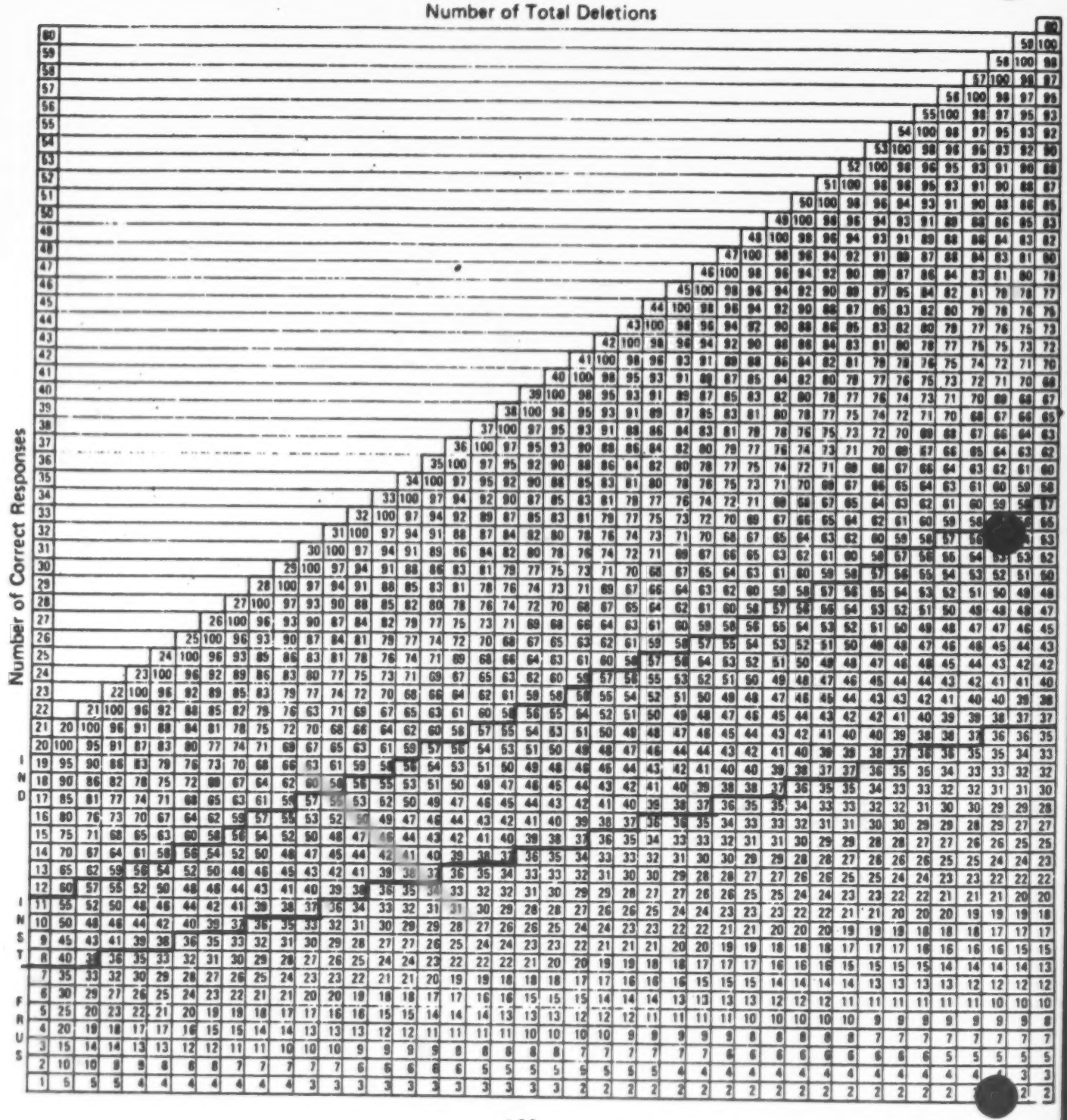
To use the table, first locate the number of correct responses in the far left column. Next, move across to the right stopping under the number representing the total deletions in the selection. Where the two intersect will be the reader's percent correct. If this percentage falls within the center portion (marked by bold lines) of the graph, the student is on his/her instructional level as indicated by th level designations at the left margin (IND = Independent Reading Level, INST = Instructional Reading Level, FRUS = Frustration Reading Level).

For interpreting Cloze test scores, the following explanation may be helpful.

BASIC READING LEVELS

Level		Explanation
I N D	Independent Level	Easy reading--The reader should encounter little difficulty in reading the material.
I N S T	Instructional Level	Appropriate--The reader should be able to read assignments at this level with satisfactory understanding.
F R U S	Frustration Level	Too difficult--The reader will probably not do well in material at this level of difficulty.

Cloze Placement Table



CLOZE VARIATIONS

Mechanical Deletion Variations

1. Vary every nth word (5th, 10th, etc.). (This is the traditional cloze method.)

2. Randomized (average every nth word).

Selective Deletion Variations

1. Structure words or content words only.

2. Only one part of speech.

3. Only words that best fit a particular comprehension skill objective.

Answer Variations

1. Exact word answers vs. synonymm answers. (You can permit either.)

2. Written versus oral answers.

3. Completion (fill in blank).

4. Multiple choice (sometimes called Maze; student is given a choice of three answers).

5. Vary multiple-choice deflectors (wrong choices).

   a. similar visual word form of phonic sound. Example: pen-Ben

   b. similar part of speech

   c. similar meaning

6. Self-correction, teacher correction, other student correction.

7. Discuss answers versus no discussion.

8. Correct spelling required.

Size of Deletion Variations

One word, two words, phrase, one letter, two letters, and so on.

Passage Content Variations

Prose, science, history, and so on.

Readability Level Variations

1. First grade, second grade, and so on.
2. Imageability of difficulty.
3. Legibility.

Passage Length Variations

1. Sentence.
2. Paragraph.
3. 500 words.

   and so on.

Preparation Variations

1. Student reads complete (no blanks) passage before answering.
2. Student doesn't read complete (no blanks) passage before answering.
3. Teacher has preparation lesson, like DRA, before answering.
4. Student is told to guess.

Cueing Variations

1. None. (This is the traditional method.)
2. First letter of answer given.
3. Part of word deleted: blend, bound morpheme, prefix, suffix, root, vowels, consonants.

Listening Variations

1. Complete passage is read to students before silent cloze written drill.
2. Cloze drill done orally. (Teacher reads drill aloud, student answers orally.)

*From The Reading Teacher's Book of Lists.